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ABSTRACT

This guide contains daily lesson plans for a 4-week, 4-hour a day immersion program for an introductory German-as-a-foreign-language program. The program uses repetition, gestures, realia, puppets, and comprehension-based activities such as Total Physical Response; it also uses illustrations designed to promote the goals of comprehension, production, and cultural awareness at the level of Novice-High/Intermediate/Low on the American Council on the Teaching of Foreign Languages scale. The guide proper consists of a program description, a vocabulary list, a suggested daily activities section, and a basic materials list. By far the greater part of the guide is made up of five appendixes. These contain: (1) activity sheets; (2) visual aids; (3) suggestions for cultural activities; (4) a section on "The Three Bears" and "Little Red Riding Hood" for elementary and intermediate pupils; and (5) a section of word search and crossword puzzle activities. The illustrations, i.e., black and white drawings of visual aids, games, paper-doll cutouts, etc., are included in the appendixes. (JC)

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An Elementary Foreign Language Summer School Program

Grades K - 8

A Guide for Teachers

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milwaukee public schools

Wir sprechen Deutsch

An Elementary Foreign Language Summer School Program

Grades K-8

A Guide for Teachers

Department of Elementary and Secondary Education

Division of Curriculum and Instruction

Milwaukee Public Schools

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PROGRAM DESCRIPTION

This program is designed as an introduction to a second language in a daily four-hour elementary summer school program of four weeks in duration. The lesson plans are a guide to an activity-oriented, communication-based elementary foreign language program using an immersion approach. Detailed plans are given for the first three weeks, with the fourth week reserved for review and culminating activities. The lessons are easily adaptable to other elementary foreign language programs of varying length and duration.

Program Objectives

Comprehension

At the end of the four week program, students will demonstrate aural comprehension of colors, numbers, greetings and other functional expressions by:

- -responding to commands
- -reacting to objects, pictures and flashcards by showing or pointing to them.

Production

At the end of the four week program, students will demonstrate the ability to carry out simple oral communicative interchanges by:

- -verbalizing greetings, leave-takings, and asking permission
- -giving short oral descriptions of objects or pictures, correctly using number words, nouns, and adjectives
- -naming the days of the week
- -describing the weather
- -describing feelings
- -responding to and asking simple questions.

Cultural Awareness

In experiencing the cultural components of this program, the students will appreciate and enjoy the songs, rhymes, games and stories of another culture, and will develop an awareness and appreciation of the similarities and differences between cultures.

Use of the Target Language

In order to achieve the objectives of this program, all instruction is in the second language. No English is spoken to the students by the classroom teacher. The following curriculum and lessons facilitate instruction using the immersion approach. Teachers should assume that students will understand the second language and will find the students comprehending and responding within a very short time. By using repetition, gestures, pictures, realia, puppets and comprehension-based activities such as Total Physical Response (T.P.R.), the children will readily learn the new language entirely through the target language.

Daily Lesson Description

The lessons are divided into the following areas:

Objectives: a general description of objectives to be achieved.

Materials: a list of materials and equipment needed for the listed activities.

Warm Up: activities to begin the class period.

Activities: a suggested sequence of introductory, reinforcement, cultural and closing activities.

Teachers should use their creativity and discretion in using and adapting these lessons and activities to provide an interesting and educational experience for their students.

Miscellaneous Suggestions

Bulletin Board

--calendar; perhaps including seasons
--colors and their names
--clocks showing the beginning and end of the school day as well as recess
--illustrated alphabet cards
--numbers and illustrations representing each number
--different types of weather

Snack Time

A daily snack/rest time is recommended after recess. This provides a good opportunity to introduce names of food and courtesy expressions.

Target Language Books

Books in the target language on display in the classroom.

Field Trips

A field trip to a zoo is recommended during the third or fourth week to reinforce animal vocabulary.

Visuals

Any of the visuals found in the appendices may be cut out and mounted for use on a flannel or magnet board.

The small alphabet, clown, weather and feelings visuals are designed to be cut apart with a paper cutter and may be used as flashcards.

The smaller clown pictures can be cut apart and used a few at a time as masters for teacher-prepared materials.

WORTSCHATZ

Days of the Week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Die Tage der Woche

Sonntag
Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Sonnabend/Samstag

The Weather

It is sunny.
It is raining.
It is cloudy.
It is stormy
It is windy.
It is snowing.

Das Wetter

Die Sonne scheint./Es ist sonnig.
Es regnet.
Es ist wolkig./Es ist bewölkt.
Es ist stürmisch.
Es ist windig.
Es schneit.

Das Alfabet

A	der Apfel
Au	das Auto
B	der Baum
D	das Dach
E	der Elefant
Ei	der Eimer
F	der Fisch
G	die Gabel
H	der Hase
I	der Igel
J	die Jacke
K	die Kirsche
L	die Leiter
M	die Maus
N	die Nadel
O	der Ofen
P	die Puppe
R	der Rock
S	die Sonne
Sch	die Schere
T	der Teller
U	die Uhr
V	der Vogel
W	der Wagen
X	das Xylophon
Z	das Zebra

Colors	Die Farben
red	rot
orange	orange
yellow	gelb
green	grün
blue	blau
purple	violett
black	schwarz
brown	braun
white	weiß
pink	rosa
gray	grau

Numbers	Die Zahlen
one	eins
two	zwei
three	drei
four	vier
five	fünf
six	sechs
seven	sieben
eight	acht
nine	neun
ten	zehn
eleven	elf
twelve	zwölf
thirteen	dreizehn
fourteen	vierzehn
fifteen	fünfzehn
sixteen	sechzehn
seventeen	siebzehn
eighteen	achtzehn
nineteen	neunzehn
twenty	zwanzig
twenty-one	einundzwanzig
twenty-two	zweiundzwanzig
twenty-three	dreiundzwanzig
twenty-four	vierundzwanzig
twenty-five	fünfundzwanzig
twenty-six	sechsundzwanzig
twenty-seven	siebenundzwanzig
twenty-eight	achtundzwanzig
twenty-nine	neunundzwanzig
thirty	dreißig
forty	vierzig
fifty	fünfzig
sixty	sechzig
seventy	siebzig
eighty	achtzig
ninety	neunzig
one hundred	ein hundert

Food	Das Essen
fruit	das Obst
apple	der Apfel
banana	die Banane
orange	die Orange
grapes	die Trauben
vegetable	das Gemüse
carrot	die Karotte
corn	das Mais
lettuce	der Kopfsalat
tomato	die Tomate
potato	die Kartoffel
meat	das Fleisch
cheese	der Käse
milk	die Milch
bread	das Brot
cooky	der Keks
ice cream	das Eis
lunch	das Mittagessen
plate	der Teller
cup	die Tasse
glass	das Glas
fork	die Gabel
knife	das Messer
spoon	der Löffel
napkin	die Serviette

Animals	Die Tiere
animal	das Tier
dog	der Hund
cat	die Katze
bird	der Vogel
fish	der Fisch
rabbit	der Hase
horse	das Pferd
cow	die Kuh
chicken (hen)	die Henne
pig	das Schwein
duck	die Ente
bear	der Bär
elephant	der Elefant
tiger	der Tiger
lion	der Löwe
monkey	der Affe

Place	Die Orte
farm	der Bauernhof
zoo	der Zoo
park	der Park
school	die Schule
restaurant	das Restaurant
bakery	die Bäckerei
grocery store	der Supermarkt
butcher store	die Metzgerei
pastry shop	die Konditorei
candy shop	das Süßwarengeschäft

Clothing	Die Kleidung
shirt	das Hemd
blouse	die Bluse
pants	die Hose
skirt	der Rock
dress	das Kleid
shoes	die Schuhe
socks	die Socken
shorts	die kurze Hose
sandals	die Sandalen
glasses	die Brille
belt	der Gürtel
hat	der Hut
umbrella	der Regenschirm
coat	der Mantel
sweater	die Strickjacke
jacket	die Jacke

People/Family	Die Familie
Mr.	Herr
Mrs.	Frau
Miss	Fräulein
boy	der Junge
girl	das Mädchen
man	der Mann
woman	die Frau
child	das Kind
children	die Kinder
family	die Familie
mother	die Mutter
father	der Vater
brother	der Bruder
sister	die Schwester
baby	das Baby
grandfather	der Großvater (Opa)
grandmother	die Großmutter (Oma)

House	Das Haus
house	das Haus
living room	das Wohnzimmer
kitchen	die Küche
dining room	das Eßzimmer
bathroom	das Badezimmer
bedroom	das Schlafzimmer
chair	der Stuhl
table	der Tisch
lamp	die Lampe
bed	das Bett
dresser	der Schrank
television	der Fernseher
radio	das Radio
rug	der Teppich
curtains	die Vorhänge (die Gardinen)

Classroom Objects	Das Klassenzimmer
book	das Buch
pencil	der Bleistift
pen	der Kuli
chalk	die Kreide
chalkboard	die Tafel
paper	das Papier
crayons	die Wachsfarben (die Buntstifte)
scissors	die Schere
paste	der Klebstoff
window	das Fenster
door	die Tür
desk	der Tisch (student) der Schreibtisch (teacher's desk) das Pult
chair	der Stuhl
table	der Tisch
light	das Licht
floor	der Fußboden
wall	die Wand
flag	die Fahne
wastebasket	der Papierkorb

Body Parts	Die Körperteile
head	der Kopf
arm	der Arm
leg	das Bein
hand	die Hand
foot	der Fuß
finger	der Finger
toe	die Zehe
knee	das Knie
shoulder	die Schulter
face	das Gesicht
hair	das Haar
eye	das Auge
ear	das Ohr
nose	die Nase
mouth	der Mund
teeth	die Zähne

Feelings and other Expressions	Gefühle and Andere Ausdrücke
I am happy.	Ich bin froh.
I am sad.	Ich bin traurig.
I am hungry.	Ich bin hungrig.
I am cold.	Mir ist kalt.
I am sick.	Ich bin krank.
I am hot.	Mir ist heiß.
I am proud.	Ich bin stolz.
I am afraid.	Ich habe Angst.
I am tired.	Ich bin müde.
I am angry.	Ich bin böse.
I am embarrassed.	Ich schäme mich.

Action Verbs For Clown Pictures

stand up	aufstehen
stop	halten
turn around	umdrehen
touch	berühren
shout	rufen
whistle	pfeifen
put, place	stellen
laugh	lachen
write	schreiben
hug	umarmen
draw	zeichnen
tell	erzählen
count	zählen
erase (blackboard)	auswischen
scratch	kratzen
rub	reiben
sit	sitzen
walk	gehen
jump	springen
point	zeigen auf
open	öffnen
close	schließen
run	laufen
sing	singen
grasp	anfassen
cry	weinen
give	geben
hit	schlagen

Suggested Daily Activities

Expressions Needed for Activities

2. Person Plural

Hold hands.	Faßt euch an den Händen! Haltet euch an den Händen fest!
Let go of hands.	Laßt eure Hände los!
Make a circle.	Macht einen Kreis!
Leave a space between yourselves.	Laßt ein bißchen Platz zwischen euch!
Get a partner.	Findet einen Partner!
Bounce the ball.	Prellt mit dem Ball!
Catch the ball.	Fangt den Ball!
Roll the ball.	Rollt den Ball!
Toss the ball.	Werft den Ball!
Wait.	Wartet!
Stay standing.	Bleibt stehen!
Stamp your feet.	Stampft mit den Füßen!
Walk.	Geht!
Walk like a duck.	Geht wie eine Ente!
Run.	Lauft!
Hop.	Hüpft!
Skip.	Springt im Wechselschritt!
Jump.	Springt hoch!
Put your hand on your: head, waist, shoulders, etc.	Legt eure Hände auf dem Kopf, die Taille, die Schultern, usw.!
Clap your hands.	Klatscht mit den Händen!
Stand up.	Steht auf!
Sit down.	Setzt euch!
Turn around.	Dreht euch herum!
Show me.	Zeigt mir!
Touch.	Berührt! (Faßt an!)
Go to..	Geht zu..
Come back.	Kommt zurück!
Come here.	Kommt her!
Pick it up.	Hebt es auf!
Bring it here.	Bringt es her!
Give it to me (him/her).	Gebt es mir (ihm/ihr)!
Move up (forward).	Rückt weiter!
Move back.	Tretet zurück!
Keep going.	Macht weiter!
Open the door (window).	Macht die Tür auf! (das Fenster) Öffnet die Tür! (das Fenster)
Close the door (window).	Macht die Tür zu! (das Fenster) Schließt die Tür! (das Fenster)

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Expressions Needed for Activities (continued)

2. Person Singular

Hold hands.	
Let go of hands.	
Make a circle.	
Leave a space between yourselves.	
Get a partner.	Finde einen Partner!
Bounce the ball.	Prelle den Ball!
Catch the ball.	Fang den Ball!
Roll the ball.	Roll den Ball!
Toss the ball.	Werf den Ball!
Wait.	Warte!
Stay standing.	Bleib stehen!
Stamp your feet.	Stampf mit den Füßen!
Walk.	Geh!
Walk like a duck.	Geh wie eine Ente!
Run.	Lauf!
Hop.	Hüpf!
Skip.	Spring im Weschselschritt!
Jump.	Spring hoch!
Put your hand on your: head, waist, shoulders, etc.	Leg deine Hände auf den Kopf, die Taille, die Schultern, usw.!
Clap your hands.	Klatsch mit den Händen!
Stand up.	Steh auf!
Sit down.	Setz dich!
Turn around.	Dreh dich herum!
Show me.	Zeig mir!
Touch.	Berühre! (Faß an!)
Go to..	Geh zu ..
Come back.	Komm zurück!
Come here.	Komm her!
Pick it up.	Heb es auf!
Bring it here.	Bring es her!
Give it to me (him/her).	Gib es mir (ihm/ihr)!
Move up (forward).	Rück weiter!
Move back.	Tritt zurück!
Keep going.	Mach weiter!
Open the door (window).	Mach die Tür zu! Schließ die Tür!
Close the door (window).	Mach die Tür zu! Schließ die Tür!

General Classroom Expressions

	2. Person Plural	2. Person Singular
Line up.	Macht eine Reihe.	
Stay in line.	Bleibt in der Reihe.	Bleib in der Reihe.
Raise your hand.	Hebt (Streckt) eure Hände.	Heb (Streck) deine Hand.
Lower your hand.	Laßt eure Hände herunter.	Laß deine Hand herunter.
Look at this.	Schaut das an.	Schau das an.
Count to...	Zählt bis.....	Zähle bis ....
Whisper.	Flüstert.	Flüster.
Color this.	Malt das an.	Mal das an.
Cut this.	Schneidet das.	Schneide das.
Put your things away.	Legt eure Sachen weg.	Leg deine Sachen weg.
Take off your jacket.	Zieht eure Jacke aus.	Zieh deine Jacke aus.
Hang up your jacket.	Hängt eure Jacke auf.	Häng deine Jacke auf.
Get your jacket.	Holt eure Jacke.	Hol deine Jacke.
Put on your jacket.	Zieht eure Jacke an.	Zieh deine Jacke an.
Tie your shoes.	Bindet eure Schuhe.	Bind deine Schuhe.
Where is..?	Wo ist...?	
May I use the bathroom?	Kann (Darf) ich die Toilette benutzen?	
	Kann (Darf) ich zur Toilette gehen?	
	Kann (Darf) ich auf die Toilette gehen?	
May I get a drink of water?	Kann (Darf) ich ein bißchen (etwas) Wasser trinken?	
	Kann (Darf) ich ein bißchen Wasser haben?	
I don't understand.	Ich verstehe das nicht.	
I like ..	Ich möchte....	
I don't like ...	Ich möchte nicht ...	
	Ich mag nicht	

Basic Materials

Puppets (commercially made, paper plate and stick, paper bag, sock, etc.)
Flashcards (numbers,general vocabulary,colors, Peabody Cards and DLM All Purpose Photo Library)
Construction paper (assorted colors)
Yarn
Crayons and/or markers
Alphabet cards with pictures
Large, blank calendar
Shapes to mark the days
Newsprint
Bean bags
Playground ball(s)
Magazines, catalogs, calendars
Picture-story paper (ruled paper with a space at the top for illustrations) or penmanship paper for journals/booklets/experience stories
Pencils
Scissors
White glue
Sticky tape (various colors)
Laminated colored circles for T.P.R. activities (12 and 6 inch diameter)
Tempera paints or watercolors
Plastic fruits, vegetables, animals (zoo and/or farm)
Sponge numbers and letters
Flannel board and flannel board visuals
Large clock model
Plastic utensils
Paper plates and cups
Records in the target language (see list)
Stories and storybooks in the target language
Wordless picture books
Magnet board and figures
Miscellaneous games, toys and playground equipment for independent play period

Suggested German Records

Die schönsten Kinderlieder
Cassette and book
Remus

Kinderlieder von A-Z
Bielefelder Kinderchor
Cassette
Ariola

Ich bin ein Musikante:
Lieder zum Singen, Tanzen und Spielen
Cassette and book
Edition Auge & Ohr

Kinderliederr mit den Wiener Sängerknaben
Cassette
P.I. Records

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 1

OBJECTIVES

Students will be able to:

1) Respond to teacher with appropriate greeting.
2) Point to day of the week on calendar.
3) Respond with name when asked "What is your name?" Some children will also say "My name is...".
4) Respond to commands focusing on numbers 0-5.
5) Count from 0-5.
6) Identify numbers 0-5 when not in sequence.
7) Respond to commands focusing on colors (3-4 for grades K-3 and 5-6 colors for grades 4-6).
8) Name several of the colors to which they are able to respond.
9) Associate alphabet letters A-E with objects beginning with these letters.
10) Respond correctly to the following commands, individually and in a group:
    --stand up
    --sit down
    --turn around
    --jump
    --show
    --touch

MATERIALS

1) Puppets or flashcards to teach greetings
2) Construction paper or tag board for name tags
3) Yarn for name tags
4) Crayons or markers
5) Large flashcards for the numbers 0-5 with corresponding number of objects
6) Large number cards for the numbers 0-5
7) Illustrated alphabet cards
8) Strips of colored paper or flashcards for teaching colors
9) Large, blank calendar on a bulletin board with shapes to mark each day

WARM - UP

1) Introduce the program by spending approximately five minutes speaking in the target language, using Total Physical Response; Ex: "Stand up" Sit down" etc., using gestures for the students to follow.
2) After the students have responded to this, give a five to ten minute introduction in English explaining what the students will be learning; that the teacher will speak no English, how they were able to understand, etc.

ACTIVITIES

1) Greet students: "Hello, class. My name is ..."
2) Use puppets to introduce: What is your name? My name is.... Go around the room asking "What is your name?" until all students attempt to answer. Teacher should pronounce children's names in the target language.
3) Pass out name tags for K-3 students. Have students in grades 4-6 make their own name tags using construction paper or tag board and crayons or markers.
4) Sing the greeting song listed in the Cultural Activities Section.
5) Have a large labeled calendar on a bulletin board. Point to the day and date, repeating several times.
6) Have a student place an object (Ex: apple, weather symbol etc.) on the calendar.
7) Teach "Days of the Week" song (See Cultural Activities Section.) (optional).
8) Introduce the numbers 0-5 using number flashcards with numerals and corresponding number of objects, and/or numbers for Total Physical Response Activities, Appendix B.

Recess
Snack. Use this opportunity to teach "please" and "thank you."
Songs/Games/Rhymes/Story (See Cultural Activities Section.)

9) Introduce the letters A-E; practice letters and sounds with students. Introduce names of objects beginning with each letter using alphabet cards from Appendix B.
10) Place number cards on the floor and have the children move from one number to another on command.
11) Introduce colors using strips of colored paper or flashcards. Have students stand if they're wearing a given color; point to the color.
12) Have the students point out or pick up objects of a given color on command.
13) Teach vocabulary/actions using Total Physical Response.
14) Sing farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 2

OBJECTIVES

Students will be able to:

1) Respond to commands involving the numbers 0-10.
2) Count from 0-10.
3) Identify numerals 0-10 when not in sequence.
4) Associate alphabet letters F-K with objects beginning with these letters.
5) Respond to commands involving classroom objects (3-5 for grades K-3; 5-7 objects for grades 4-6).
6) Name several of the objects they are able to identify.
7) Respond correctly to the following commands, individually and in a group:
   --pick it up
   --bring it here
   --give it to me

MATERIALS NEEDED

1) Flashcards for numbers 0-10
2) Newsprint and crayons for "number books"
3) Construction paper and markers for labeling classroom objects
4) Classroom Object Worksheet 1, page 67

WARM-UP

1) Review greetings by handing out name tags stating students' names and asking, "Where is...?"
2) Review numbers holding up objects and asking, "How many...?"
3) Review days by putting date on the calendar.
4) Review letters and sounds A-E.
5) Review colors asking, "Is this red?" Student responds yes or no. "Stand up if you are wearing ..."

ACTIVITIES

1) Have students practice greetings by using puppets, singing the greeting song, and by greeting each other.
2) Introduce numbers 6-10 using the same method as Day 1.

3) Put flashcards 0-10 on the floor and have students throw bean bags onto the numbers. The student then calls out those two numbers and adds them together. (Grades 4-6) For grades K-3 students, simply have one student throw a bean bag on a number and ask another student to tell what that number is. Have students move from one number to another on command.
4) Introduce classroom objects. Name and label objects using T.P.R.
5) Introduce letters F-K. Practice letters and sounds by repeating several times. Introduce names of objects beginning with each letter.

Recess
Snack. Name the food; ask for the color of the food, etc.
Songs/Games/Rhymes/Story. Example: "Ten Little Children" listed in Cultural Activities section.

6) CLASSROOM OBJECTS: Ask students to show you an object. Ex.: "Show us the door." The student gets up and goes to the door. As they begin to speak and their vocabulary develops, they may say, "This is the door." Eventually, colors of objects may also be given. Use Classroom Activity Sheet 1 for reinforcement if desired.
7) NUMBERS: Have students begin a "number book". Have each student write the number and word on a piece of newsprint, and draw the corresponding number of objects for numbers 0-5. (optional)
8) Have students find things in the classroom that are a given color. Ex.: "Show me something that is red."
9) Have copies of alphabet sheets from supplement for each student. Pass out one letter at a time. Teach the name of the illustration with its article. Ex.: the tree. Make a booklet. (optional)
10) COLORS: Have children make a color book by stapling several pages of newsprint together. Have them make a colorfully illustrated cover. On each page they will paste a sentence strip which gives the color word in a simple sentence. Ex.: This is red, etc. Then they will draw something that is that color. (optional)
11) Teach vocabulary/actions using T.P.R.
12) Have students play "Simon Says" with Simon saying, "Whoever is wearing red, stand up" , etc.
13) Review material from Days 1 and 2.
14) Farewell song

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 3

OBJECTIVES

The students will be able to:

1) Respond with another child's name when asked by the teacher "What is his/her name?"
2) Respond to commands focusing on numbers 0-10.
3) Count from 0-10.
4) Identify numerals 0-10 when not in sequence.
5) Associate alphabet letters F-P with objects/pictures beginning with these letters.
6) Associate the phrases "It is sunny," and "It is raining" with corresponding pictures.
7) Respond to commands involving classroom objects.
8) Name several of the objects they are able to identify.
9) Respond correctly to the following commands, individually and in a group:
    --go to
    --move up
    --move back
    --open the door(window)
    --close the door(window)

MATERIALS

1) Newsprint and crayons for number book
2) Greetings Activity Sheet 1, page 51, to review greetings
3) Writing paper
4) Magazines or weather pictures (see appendix) for daily booklet (if desired)
5) Puppets
6) Alphabet cards with pictures
7) Flag Activity Sheet

WARM-UP

1) Sing greeting song.
2) Review greetings.
3) Review numbers 0-10.
4) Review objects in the room by asking questions about those objects. Ex: how many? what color? etc.
5) Review letters A-K and their sounds.
6) Review calendar.

ACTIVITIES

1) Review greetings using Greeting Activity Sheet 1.
2) Introduce "His name is... her name is..." to students using puppets to introduce this concept. Ask "What is his/her name?" pointing to children in class.
3) Introduce weather expressions "It is sunny" and "It is raining."

4) To reinforce weather and date, have students write the date and current weather and illustrate them. Ex.: Today is Monday, June 29, 19__. It is sunny and warm. Have students keep these in a booklet.
5) Teach vocabulary/actions using T.P.R.
6) Introduce letters L-P and their sounds. Introduce objects beginning with these letters.

Recess
Snacks
Songs/Games/Rhymes/Story (See Cultural Activities section)

7) Continue reinforcing alphabet with Alphabet Cards, naming the object and its article. Add to the booklet.
8) Review previously introduced classroom objects using T.P.R. Introduce additional classroom objects using the same method as Day 2.
9) Have students add numbers 6-10 to number book.
10) Use number reinforcement activities from Days 1 and 2. (optional)
11. Use Flag Activity Sheet found in the Cultural Activities section.
12) Allow 15-20 minutes for students to do independent activities with colors, numbers, puppets, etc.
13) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 4

OBJECTIVES

Students will be able to:

1) Identify pictures of or make facial expressions representing the feelings "I'm happy" and I'm sad."
2) Respond to commands focusing on number 11-15.
3) Count from 0-15.
4) Identify numbers 0-15 when not in sequence.
5) Associate the expressions "It is cloudy" and "It is stormy" with the corresponding pictures.
6) Respond correctly to the following commands, individually and in a group:
   --clap your hands
   --stamp your feet
   --put your hands on your head, shoulders, waist, knees
7) Respond orally to the question, "What is the weather like today?" by using at least one weather expression.

MATERIALS

1) Puppets
2) Weather pictures from Appendix B
3) Newsprint, pencils, and crayons
4) Records with songs in target language
5) Classroom Object Activity Sheets 1 and 2, pages 67-68
6) Feelings Illustrations

WARM-UP

1) Greeting song.
2) Review greetings by shzaking each student's hand while greeting them. Have the students greet each other.
3) Have a student put the date on the calendar. Repeat the day and date several times. (Eventually the students will be able to state the date.)
3) Review previous weather expressions. Introduce "It is cloudy" and "It is stormy."

ACTIVITIES

1) Have students continue with their daily weather/date booklet.
2) Using puppets, greet the children by shaking their hands and asking, "How are you?" Use stick puppets with various expressions showing, "I'm happy, I'm sad," etc.
3) Have students draw their faces reflecting "I'm happy" or "I'm sad" on a circle of paper or paper plate. A popsicle stick can be attached to the reverse to make a puppet. If teacher desires, students can copy the appropriate phrase on a strip of paper and glue to the puppet.

4) Review previously introduced classroom objects and colors by having students point out, pick up, touch, etc., various classroom objects.
5) Review numbers 0-10. Introduce numbers 11-15. Have students add 11-15 to their number books.

Recess
Snack
Songs/Games/Rhymes/Story

6) Use number reinforcement activities from Days 1-3.
7) Review letters and sounds A-P with students.
8) Teach vocabulary/actions listed in Objectives section using T.P.R.
9) Review colors, perhaps with a song or game.
10) Allow 15-20 minutes for independent activities.
11) Use Classroom Object Activity Sheets 1 and 2. (optional)
12) Use Color Activity Sheet 1, page 55. (optional)
13) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 5

OBJECTIVES

The students will be able to:

1) Associate pictures of or make facial expressions of the expressions "I'm angry" and "I'm sick."
2) Respond to such questions as "Are you happy?" and "Are you angry?" in the affirmative by using the appropriate memorized utterance.
3) Associate the phrases "It is snowing" and "It is raining" with the corresponding pictures.
4) Respond orally to the question "What is the weather like?" by using one or more of the previously introduced weather expressions.
5) Respond to commands focusing on classroom objects.
6) Name several of the classroom objects they are able to identify.
7) Associate alphabet letters Q-T with objects beginning with these letters.

MATERIALS

1) Weather pictures from Appendix B
2) Construction paper "fish" for number/color reinforcement
3) Bean bags and large number cards
4) Illustrated alphabet cards
5) Color Activity Sheet 2, page 56
6) Classroom Objects Activity Sheets 3-4, pages 69-70

WARM-UP

1) Greeting song.
2) Review basic greetings by greeting students and by having students greet each other.
3) Review calendar by asking who was absent the previous day and today. Have a student place the date on the calendar.
4) Review previously introduced weather expressions. Introduce "It is snowing" and "It is windy."

ACTIVITIES

1) Have students add to their daily date and weather booklet.
2) Review numbers 0-15 by having students bring or show a given number of objects, or by having them jump, hop, turn, etc. a given number of times.
3) Review letters A-P. Introduce letters Q-T using alphabet cards, sounds and vocabulary.
4) Introduce additional classroom objects by showing the students the objects, repeating the name several times, asking students to point to, touch the objects, etc.
5) Independent activity period.
6) Teach vocabulary/actions using T.P.R.

7) Have students toss bean bags onto number squares, as on Day 2.

Recess
Snack
Songs/Games/Rhymes/Story

8) Have children sit in a circle and pass around a box which contains colored paper fish. At the "stop" signal, the one who is holding the box must draw out a fish and tell what color it is. (This can be expanded to reinforce numbers as well as colors by having a number printed on each fish. Have the student give the color and the number.) If the student gives the correct information he/she keeps the fish.
9) Have the students continue with alphabet cards, adding to their booklets.
10) Have students play "Color Pompom." (outdoors) One student is "it" and stands in the middle of a designated area. He/she calls out a color. Anyone wearing that color must run across the "field" to the free space at the other end. When tagged by the person who is "it", each person must help tag the others. The first person caught is "it" next. (optional)

11) Use Color Activity Sheet 2 to reinforce colors. (optional)

12) Have children make any of the following: fish with colored stripes; dogs with spots, flowers with many petals, rainbows, robots with parts, clown with balloons, spaceships, etc., to reinforce colors.

13) Continue with previously listed reinforcement activities for classroom objects. Use Classroom Objects Activity Sheets 3-4 as well as realia.
14) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 6

OBJECTIVES

Students will be able to:

1) Respond to commands focusing on numbers 16-20.
2) Count from 0-20.
3) Identify the numbers 0-20 when not in sequence.
4) Associate alphabet letters U, V, W, with objects beginning with these letters.
5) Respond to commands identifying body parts.
6) Name several of the body parts which they are able to identify.

MATERIALS

1) Weather pictures found in Appendix B
2) Newsprint for number book
3) Colored construction paper, scissors, glue, and crayons for number reinforcement activity
4) Number Activity Sheet 1, page 61
5) Color Activity Sheet 3, page 57

WARM-UP

1) Greeting song.
2) Greet students and have them greet each other, asking "How are you?" etc.
3) Review calendar and date by asking who is absent, etc., as on previous days.
4) Have a student place the date on the calendar.

ACTIVITIES

1) Discuss the weather and date with the students.
2) Have students add to their weather booklets.
3) Teach the numbers 16-20 in the same manner as with the previous numbers. Add to the number booklet.
4) Introduce parts of the body using T.P.R.
5) Play "Simon Says" with body parts. Ex: Simon says, "Touch your nose."
6) Teach U,V,W using previous methods.
7) Review classroom objects using T.P.R.
8) Using crayons or paints, demonstrate the making of secondary colors. (Older students can mix the paint themselves.) Have the students complete Color Activity Sheet 3 by coloring the color wheel and filling in the blanks. (Grades 4-6) Complete the color wheel together with K-3 students.
9) To teach vocabulary/actions using T.P.R.
10) Have the students add to their alphabet booklets. (optional)
11) Use Number Activity Sheet 1. (optional)

12) Play "What's Missing?" Place 5 or 6 classroom objects on a tray or table. Have the students look at them for a few minutes. The students close their eyes while one object is removed. The students then open their eyes and guess which object is missing.
13) Use a commercial "Twister" game to reinforce colors. (optional)
14) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 7

OBJECTIVES

The students will be able to:

1) Respond to commands identifying family members vocabulary.
2) Name several of the terms for family members which they are able to identify.
3) Respond to simple questions involving family members vocabulary.
4) Respond to T.P.R. commands involving identification of body parts.
5) Name several of the body parts which they are able to identify.
6) Identify/associate the names of 2-3 months with corresponding pictures.
7) Name one or more month they are able to identify.

MATERIALS

1) Colored paper
2) Family Activity Sheet 1; page 95, puppets or pictures of family members
3) Commercial calendar or pictures representing months

WARM - UP

1) Greeting song.
2) Greet class; review by taking attendance and having students greet each other.
3) Review numbers by "counting off" around the room.
4) Review colors by asking each student to point out something he/she is wearing and give its color.
5) Have a student place the date on the calendar.

ACTIVITIES

1) Review weather expressions by discussing the day's weather. Have the students add to their weather booklet.
2) Review previously introduced body parts by playing Simon Says, using T.P.R., or singing a body parts song.
3) Introduce additional body parts using T.P.R.
4) Review previously introduced classroom objects using T.P.R.
5) Introduce additional classroom objects by showing the students the objects, repeating the name several times, asking students to point to, touch the objects, etc.

Recess
Snack
Songs/Games/Rhymes/Story

6) Introduce family members using Family Activity Sheet 1, puppets or pictures.
7) Begin introducing the months of the year using a commercial calendar or pictures representing months.
8) Play Tic-Tac-Toe as a whole class activity. On the board draw a grid with numbers:

4	17	3
10	1	2
19	5	14

Divide the class into two teams assigning the teams an X or an O. The captain of each team points to a number, and one member from his/her team must correctly say the number. If the answer is correct, the captain places his/her X or O on the number. Teams alternate turns. In case of error, the turn is forfeited. The winner is determined as in Tic-Tac-Toe.

Variation: Cover the numbers with colored squares. The captain or a team member first names a color, then the teacher or a student lifts the color. The team must correctly identify the number. If the answer is correct, an X or an O is placed in that square.

9) Make a booklet or a bulletin board display illustrating the months of the year.
10) Teach vocabulary/actions using T.P.R.
11) Independent activities.
12) Farewell song

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 8

OBJECTIVES

The students will be able to:

1) Respond to commands identifying the numbers 0-30.
2) Count from 0-30.
3) Identify numbers 0-30 when not in sequence.
4) Respond to commands identifying body parts.
5) Name several of the body parts which they are able to identify.
6) Respond to commands identifying classroom objects.
7) Name several of the classroom objects to which they are able to respond.
8) Respond to commands identifying zoo animals.
9) Name several of the animals they are able to identify.
10) Respond to simple questions such as "Which animal is black?" by naming the correct animal.

MATERIALS

1) Drawing paper
2) Newsprint, crayons, pencils
3) Colored strips of paper
4) Classroom Objects Activity Sheet 5, page 71

WARM - UP

Repeat daily warm-up activities.

ACTIVITIES

1) Review weather expressions by discussing the day's weather. Have the students add to their weather booklets.
2) Introduce letters and sounds for X,Y, and Z using alphabet cards, sounds and vocabulary.
3) Sing the Alphabet song.
4) Review body parts by playing Simon Says. Introduce additional body parts using T.P.R.
5) Reinforce body parts by having the students draw a person (or a monster) on command. Ex: Draw a head. Draw two eyes. etc. Colors may also be reinforced by stating a specfic color to be used.
6) Teach vocabulary/actions using T.P.R.

   Recess
   Snack
   Songs/Games/Rhymes/Story

7) Review the family; have the students attempt to tell about their families. Ex: How many brothers, sisters, etc.
8) Have the students draw their family on command, labeling the family members.
9) Introduce zoo animals using pictures, plastic animals, etc.

10) Make an animal booklet illustrating the introduced animals.(Optional)
11) Review and introduce classroom objects using T.P.R.
12) Use Classroom Objects Activity Sheet 5 to review.
13) Review colors; play "Pompon," "Color Tag," etc.
14) Review months of the year using a calendar, pictures, etc.
15) Continue with the illustration of the months of the year.
16) Independent activities.
17) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 9

OBJECTIVES

The students will be able to:

1) Respond to commands identifying numbers 31-40.
2) Count from 0-40.
3) Identify the numbers 31-40 when not in sequence.
4) Respond to commands identifying 4 or 5 domestic and/or farm animals.
5) Name several of the animals they are able to identify.
6) Respond to simple questions such as, "Who has a cat?" or "Which animal jumps?"
7) Respond to commands identifying body parts vocabulary.

MATERIALS

1) Drawing paper, black yarn or strips of paper
2) Paper bags for family member puppets
3) Animal Activity Sheets 1-3, page 109-111

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Review classroom objects using previously listed activities.
2) Students can play "Doggie, doggie, where's your bone?" Choose one student to be the "Doggie." That student sits in the front of the classroom with his/her back to the class. Have another student take a chalkboard eraser and hides it somewhere in the classroom. (Part of the erase should be showing.) Next, have the "Doggie" find the bone. The other students may help the "Doggie" by saying "hot" as the "Doggie" nears the bone; "cold" as the "Doggie" moves away from the bone.
3) Review alphabet and sounds. Use objects beginning with each sound (from the booklet) in a simple sentence. Ex: "This is a tree."
4) Display pictures of family members to practice vocabulary. Remove one picture and ask, "Who's missing?"
5) Review family members using previously listed activities.
6) Have students make paper bag puppets representing people/family members. They may use the puppets to interview one another.

   Recess
   Snack
   Songs/games/rhymes/story

7) Continue adding to the body (monster) picture. (See Day 8, Activity 5.)
8) Review zoo animals. Introduce farm animals using pictures, plastic animals, etc., using previously listed methods.

9) Have the students make animal cages and draw the animals inside. "Bars" can be added by gluing yarn on the "cages." This activity can be used for a bulletin board display and the students can visit the "zoo."
10) Review numbers using previously listed activities. Introduce numbers 31-40 using previously listed methods.
11) Draw a large tree on the chalkboard. At the end of each branch put a box containing the word for a number. Have students total the number of leaves or add two leaves together to see who can reach the total first. For K-3 students, have the students read the number and write the corresponding numeral. This can be a team game, and number words can be changed for variation.
12) Teach vocabulary/actions using T.P.R.
13) Three Bears booklet. Tell the story of the Three Bears stressing size and color.
14) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 10

OBJECTIVES

The students will be able to:

1) Respond to commands including numbers 41-50.
2) Count from 0-50.
3) Identify numbers from 0-50 when not in sequence.
4) Respond to commands involving names of fruit.
5) Name several of the fruits which they are able to identify.
6) Respond to simple questions such as "Which fruit is yellow?" "Do you like bananas?"
7) Respond to commands involving articles of clothing.
8) Name several of the articles of clothing which they are able to identify.
9) Answer simple questions based on articles of clothing, such as: "What color is your sweater?" "What are you wearing today?

MATERIALS

1) Animal Activity Sheet 4, page 112
2) Food Activity Sheet 1, page 99
3) String, construction paper, scissors
4) Kraft paper, markers
5) Pictures of people doing things.(from magazines,newspapers,etc.)
6) Family Activity Sheet 2, page 96
7) Clothesline and clothespins (Teddy Bear paper doll cut-outs found in Appendix may be used.)

WARM - UP

Daily warm - up activities.

ACTIVITIES

1) Introduce fruits using plastic fruits, pictures, etc.
2) Play the "What's Missing" game with plastic fruit.
3) Make a set of cards for several fictional families-- one card per family member. Mix the cards and give one to each student. The students must find the rest of their family by asking questions. Ex: "Are you a parent? child? What's your name?"
4) Review numbers 0-40. Introduce the numbers 41-50 using previous methods.
5) Play "Buzz." Have the students sit in a circle. Each student counts one number in sequence. With each multiple of three, the child says "buzz" or the word in the target language, instead of the number. This game may also be played with other multiples.

6) Review classroom objects using previously listed activities.

   Recess
   Snack
   Songs/Games/Rhymes/Story

7) Make a graph on a large piece of kraft paper showing the eye color, hair color, etc., of the students in the class.
8) Introduce articles of clothing using pictures, realia, T.P.R. This is also a good opportunity to reinforce colors.
9) Put up a clothesline in the front of the room and have students hang up or remove clothing from the line, on command.
10) Review the alphabet and sounds for each letter using previously listed activities.
11) Review the body parts by singing "Head,Shoulders,Knees and Toes" and/or the "Hokey Pokey" listed in the Cultural Activities section.
12) Students may bring in family photos and present them to the class, practicing basic vocabulary.
13) Review family members using Family Activity Sheet 2.
14) Review farm and zoo animals using previously listed activities.
15) Continue with the Three Bears booklet.
16) Use Animal Activity Sheet 4 for review. (optional)
17) Use Food Activity Sheet 1 for review. (optional)
18) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 11

OBJECTIVES

Students will be able to:

1) Respond to commands identifying common objects and places found in and around school.
2) Name several of the objects and places they are able to identify.
3) Respond appropriately to the question, "How old are you?"
4) Ask the question, "How old are you?" of other students.
5) Respond to commands identifying the words "boy, girl, man, woman."
6) Name several of the terms, "boy, girl, man, woman," which they are able to identify.
7) Respond to commands identifying clothing and accessory items.
8) Name several of the clothing and accessory items they are able to identify.
9) Respond to commands identifying names of fruit.
10) Name several of the fruits which they are able to identify.
11) Respond appropriately, in simple terms, to questions such as, "What color is the pear?" and "Who is wearing a red shirt?"

MATERIALS

1) Construction paper, strips of paper, crayons
2) Cut-outs of family members, hanger or dowel rods
3) Animal Activity Sheets 5, 6, and 7, pages 113-115
4) Clothing Activity Sheets 1 and 2, pages 85-86
5) Food Activity Sheet 5, page 103
6) Newsprint
7) Fruit for making a fruit salad

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Introduce "How old are you?" "I am ____years old." Use the birthday song.
2) Have the students draw their own birthday cake and cut out strips of paper to place as candles on the cake.
3) Review alphabet and names of objects beginning with appropriate letters/sounds as on previous days.
4) Have students attempt to identify beginning letter of acquired vocabulary. Ex: Point to a table and have the students identify the initial letter "t."
5) Review classroom objects using previously listed activities.
6) Introduce "boy, girl, man, woman," using students, puppets, pictures, etc.
7) Review animals using previously listed methods and activities.

8) Pantomime animals on command or choose a card with an animal name/picture, and pantomime that animal for the other students to guess. Have the students take turns pantomiming, as well.

Recess
Snack. Make a fruit salad in the classroom, having students bring in various pieces of fruit. Enjoy the salad while reviewing and introducing vocabulary terms for fruit, food and utensils. The recipe for the salad could be written on the chalkboard.

9) Use Animal Activity Sheets 5, 6, and 7. Have students make puzzles by mounting the cat, bear, or fish picture on tagboard. They can exchange completed puzzles with their classmates.
10) Review numbers using previously listed activities.
11) Reinforce body parts using previously listed methods and activities. Ex: "Simon Says." Have students take the part of "Simon."
12) Review family members by using previously listed methods.
13) Have students make a family mobile using a clothes hanger or a dowel rod as a base.
14) Review clothing and accessory vocabulary using previously listed activities. Introduce additional clothing and accessory items using visual aids and realia. Use Clothing Activity Sheets 1 and 2 to reinforce.
15) Use Food Activity Sheet 5. Use the apple worksheet as a cover for a fruit and vegetable booklet. Students can draw and label a picture on each page. (optional)
16) Give students a clothing booklet made of newsprint pages stapled together. The booklet could be in the shape of an article of clothing (shoe, T-shirt). Have students copy simple sentences from the chalkboard--one per page--relating to the clothing vocabulary. (Here is a sock; This is a shoe...) (optional)
17) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 12

OBJECTIVES

Students will be able to:

1) Respond to commands identifying animals.
2) Name several of the animals which they are able to identify.
3) Respond in simple terms to questions focusing on animals.
4) Respond to commands identifying additional food items.
5) Name several of the food items which they are able to identify.
6) Respond in simple terms to questions focusing on food items.

MATERIALS

1) Food Activity Sheets 2-4, pages 100-102
2) Magazines to be cut up for pictures of food
3) Newsprint for booklets

WARM - UP

Daily warm - up activities.

ACTIVITIES

1) Introduce common vegetables using plastic vegetables, pictures, etc.
2) Use commercial Bingo game to review numbers.
3) Play game "I'm thinking of a person who is wearing..." Have the students try to guess who the person is
4) Teach vocabulary/actions using T.P.R.
5) Use Food Activity Sheets 2-4 for reinforcement.
6) Make flashcards from worksheet pictures or magazines to practice vocabulary for foods.

Recess
Songs/Games/Rhymes/Story

7) Use recipes in the Cultural Activities Section to prepare a culturally authentic dish.
8) Continue with animal booklet. (optional)
9) Add to clothing booklet. (optional)
10) Use any of the previously listed reinforcement activities for the alphabet, numbers, classroom objects, body parts, colors, family, greetings.
11) Independent activities.
12) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 13

OBJECTIVES

Students will be able to:

1) Respond to commands identifying additional clothing and accessory items.
2) Name several of the clothing and accessory items they are able to identify.
3) Respond in simple terms to questions focusing on clothing and accessory items.
4) Respond to commands identifying additional food items.
5) Name several of the food items they are able to identify.
6) Respond in simple terms to questions regarding the color, size, and shape of food items.
7) Respond to commands identifying place setting items, such as eating utensils and dishes.
8) Name several of the place setting items they are able to identify.
9) Respond in simple terms to questions involving eating utensils.
10) Respond to commands identifying terms for rooms and features of houses.
11) Name several of the terms for rooms and features of houses which they are able to identify.
12) Respond appropriately to simple questions using vocabulary for houses and rooms.

MATERIALS

1) Clothing Activity Sheet 3, page 87
2) Commercially prepared paper dolls, or Teddy Bear paper dolls
3) Food Activity Sheets 6 and 7, pages 104-105
4) Plastic utensils, paper plates
5) House Activity Sheet 2, page 80

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Use any of the previously listed activities to reinforce acquired vocabulary.
2) Use flashcards, vocabulary cards to introduce and reinforce additional foods.
3) Have students bring in plastic utensils, paper plates, etc., to make a table setting. Have the students set the table on command.
4) Use Clothing Activity Sheet 3.

5) Use commercially prepared paper dolls or Teddy Bear paper dolls in order to reinforce clothing vocabulary.

Recess
Songs/Games/Rhymes/Story

6) Use Food Worksheets 6 and 7 to reinforce.
7) Use recipe from the Cultural Activities section to prepare a culturally authentic dish.
8) Students review vocabulary for table setting by actually preparing the table for a taste of the authentic dish.
8) Use Furniture Activity Sheet and pictures to introduce furniture and household items.
9) Have the students make a "house book." Each page in the booklet can be a room and they can draw and label the articles that go in each room. Discuss the vocabulary. Use House Activity Sheet 2 as a cover.
10) Use activities from the Cultural Activities section, such as songs, dances, art projects, etc.
11) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 14

OBJECTIVES

The students will be able to:

1) Respond to commands identifying additional vocabulary for family and people.
2) Name several of the terms for family and people which they are able to identify.
3) Respond in simple terms to questions involving vocabulary for family and people.
4) Describe other students in terms of size, hair color, and color of eyes.
5) Respond to commands identifying additional vocabulary for food items.
6) Name several of the food items which they are able to identify.
7) Respond in simple terms to questions involving food items.
8) Describe one or two food items in terms of size, color and shape.
9) Respond to commands involving animals.
10) Name several of the animals they are able to identify.
11) Respond in simple terms to questions regarding the size, color, and sounds of animals.
11) Describe one or two animals in terms of size, color, sound, and habitat.
12) Respond to commands identifying addtional vocabulary for house and furniture.
13) Name several of the rooms and household items they are able to identify.
14) Describe in simple terms household items, focusing on color, size, shape and location.

MATERIALS

1) Drawing paper, crayons
2) Construction paper
3) Shoe boxes
4) House Activity Sheets 2 and 3, pages 80-81
5) Fruits, vegetables, etc., for tasting party
6) Clothing Activity sheet 4, page 88
7) Large outline of a house for group instruction. (Or a transparency of House Activity Sheet 2 for an overhead projector)

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Use reinforcement activities from previous days to review and reinforce introduced material.
2) Discuss animal sizes, colors, sounds, etc.

3) Make zoo dioramas using shoeboxes in which home-made or plastic animals may be placed.
4) Teach vocabulary/actions using T.P.R.
5) Add to clothing and accessories booklets. (optional)
6) Introduce rooms of a house using dollhouse, pictures, or flashcards.

Recess
Songs/games/rhymes/story

7) Review foods previously introduced using any of the previously mentioned activities.
8) Have students make up skits with the family members.
9) Set up a play restaurant in the classroom with menus. Use pictures of food and the name of the food on the menu. Have students role-play this activity and give the bill in the second language.
10) Have the students make and decorate their own place mats to be used for an in-class eating activity.
11) Bring in (or have students bring in) foods to reinforce vocabulary, and have a tasting party.
12) Use House Activity Sheet 3 to reinforce rooms and furniture. Have the students point to, tell where specific items are found.
13) Use House Activity Sheet 2 and have the students place pictures cut from magazines/catalogs in the appropriate room. Or, have a large model for group instruction. Have the students place pictures in the appropriate rooms, on command.
14) Use activities from the Cultural Activities section such as songs, dances, art projects, etc.
15) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
Day 15

OBJECTIVES

The students will be able to:

1) Identify additional clothing and accessory items by responding to commands.
2) Name several of the clothing and accessory items which they are able to identify.
3) Respond in simple terms to questions about clothing and accessories.
4) Respond to commands identifying additional food items.
5) Name several of the food items to which they are able to respond.
6) Respond in simple terms to questions regarding food.
7) Respond to commands identifying additional household items.
8) Name several of the additional household items to which they are able to respond.
9) Respond in simple terms to questions regarding the size, shape, color and location of household items.
10) Respond to commands identifying places such as store, school, church, yard, library, etc.
11) Name several of the places they are able to identify.
12) Respond in simple terms to questions regarding places.
13) Respond to commands identifying one or two seasons of the year.
14) Name one or two of the seasons they are able to identify.
15) Respond appropriately, in simple terms, to questions about seasons such as "Is it hot in winter?" and "Is it sunny in spring?"

MATERIALS

1) Clothing Activity Sheet 1, page 85
2) Places Activity Sheet 1, page 118
3) Drawing paper
4) Kraft paper

WARM - UP

Daily warm - up activities.

ACTIVITIES

1) Use reinforcement activities from previous days to review and reinforce previously introduced material.
2) Show pictures of different kinds of house activities. Have students name the rooms in which they occur.
3) Introduce the seasons of the year using pictures, calendars, etc.
4) Reinforce the seasons by having the students pantomime activities appropriate to that season. Ex: Winter-- the student could pantomime making a snowman. The names or illustrations of the seasons could be written on cards as cues to the students.
5) Finish zoo dioramas.
6) Use pictures from magazines or photographs to introduce various local places. Ex: stores, school, church, restaurants, etc.

7) Teach vocabulary/actions using T.P.R.
8) Mark "rooms" on the classroom floor with masking tape. Have the students demonstrate activities in the appropriate rooms. Ex: sleeping, eating, etc.

Recess
Snacks
Songs/Games/Rhymes/Story

9) Use Clothing Activity Sheet 4, page 88.
10) Draw a closet and a dresser on the chalkboard or make a large poster out of kraft paper. Show students pictures or actual articles of clothing and have them indicate where the clothing would be kept--in the dresser or in the closet.
11) Have a fashion show for intermediate students. Choose one person as the moderator and have that person say simple sentences about each model. Change moderators to give other students an opportunity to practice the vocabulary.
12) Have the students draw a floor plan for their own house or bedroom. They should include the furniture etc. found there. They may then describe their floor plan to the class.
13) Use Clothing Activity Sheet 5, page 89 (this is a picture of a storefront window.) Have the students cut out pictures of clothing from magazines or catalogs and paste them in the store window. They can label the articles of clothing and present their "stores" to the class.
14) Use activities from the Cultural Activities section such as songs, dances, art projects, etc.
15) Farewell song.

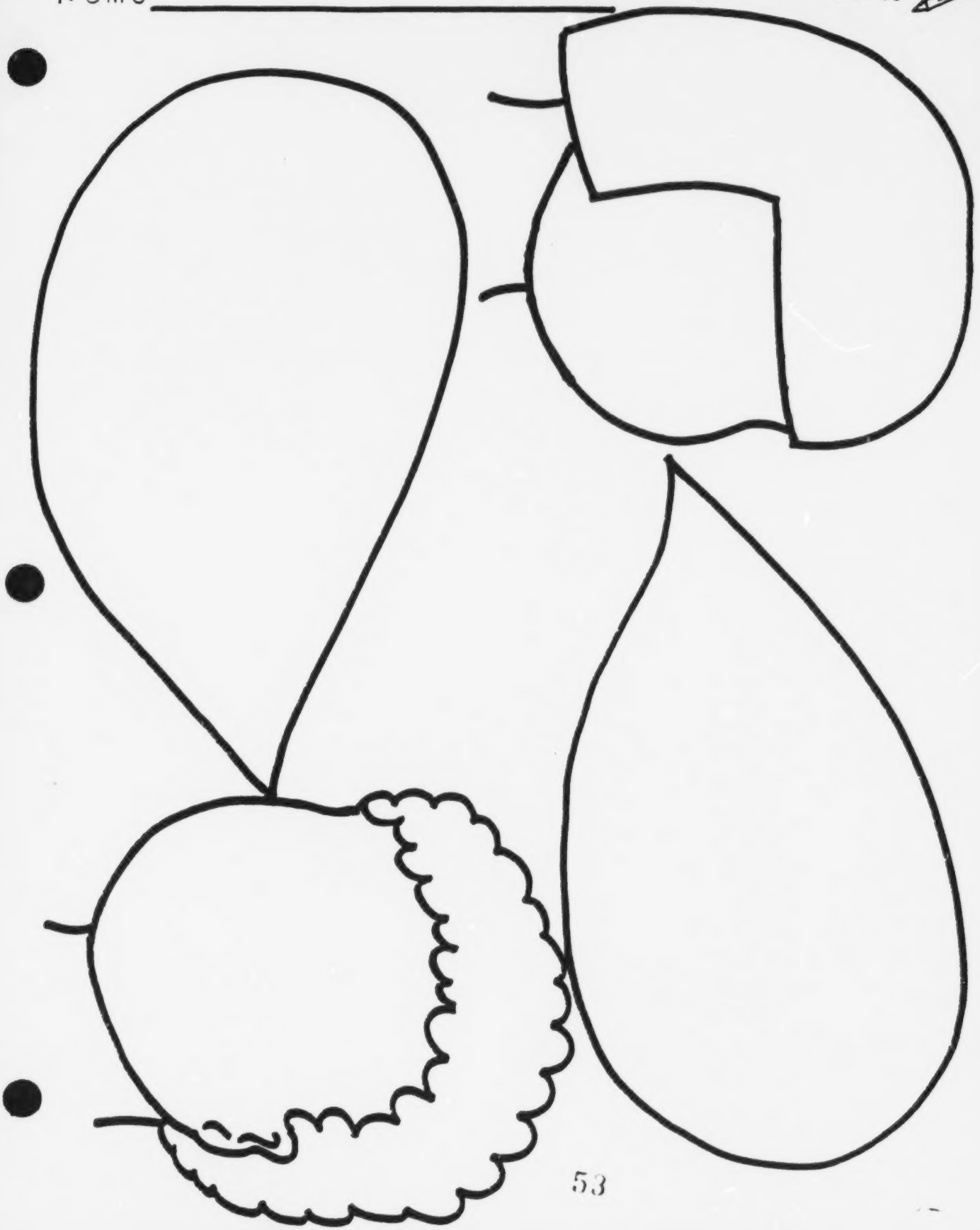
APPENDIX A

Activity Sheets

Begrüßungen

Name _____

MPS- 51

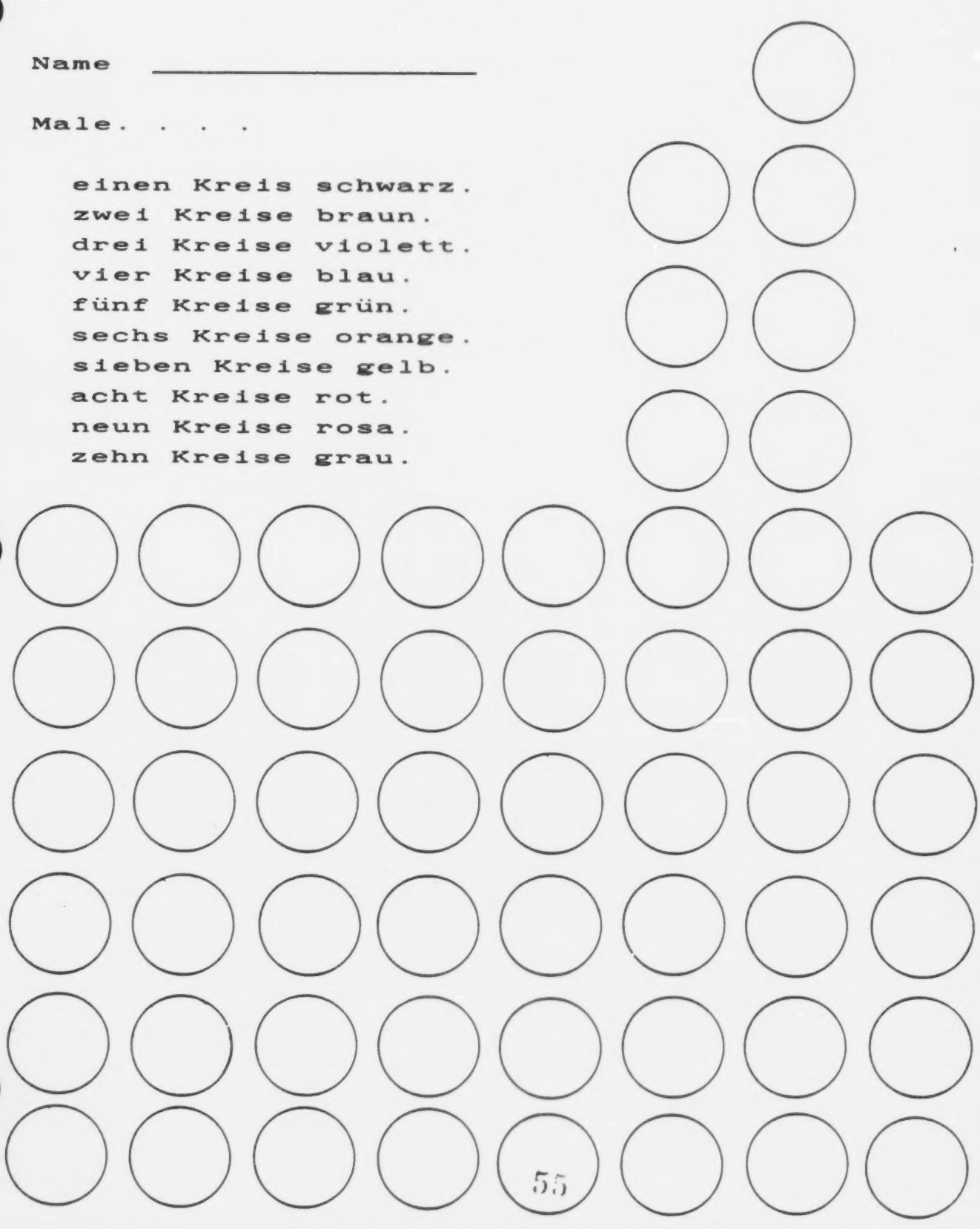


Die Farben

Name _____

Male. . . .

einen Kreis schwarz.
zwei Kreise braun.
drei Kreise violett.
vier Kreise blau.
fünf Kreise grün.
sechs Kreise orange.
sieben Kreise gelb.
acht Kreise rot.
neun Kreise rosa.
zehn Kreise grau.



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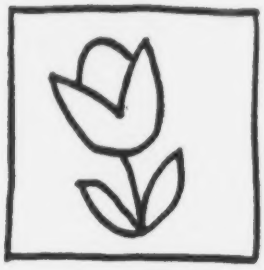
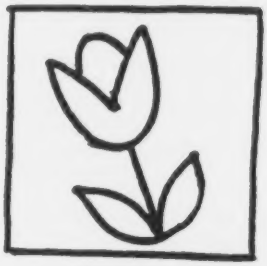
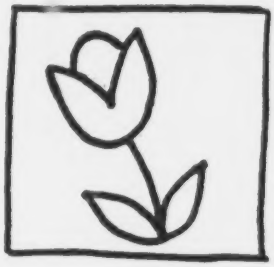


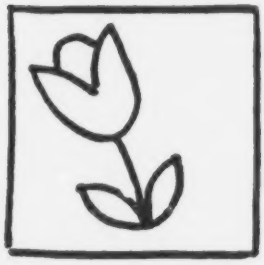
die rote Blume



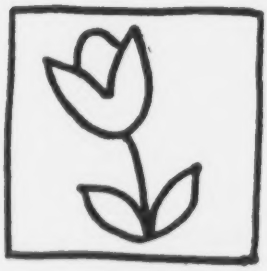
die rosa Blume



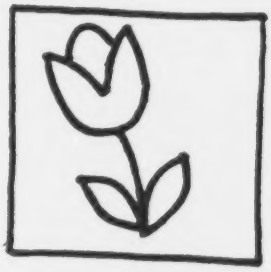
die gelbe Blume



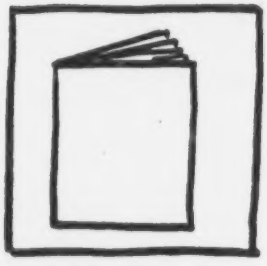
die orange Blume



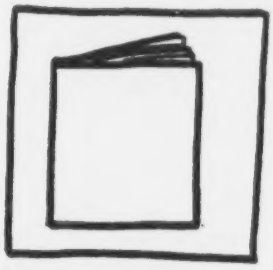
die violette Blume



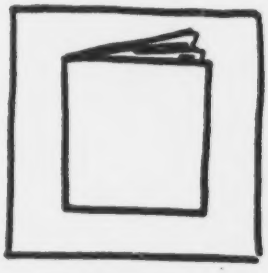
die weiße Blume



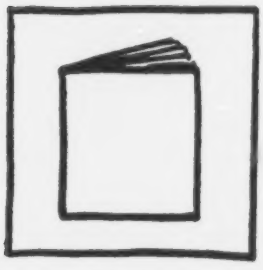
das blaue Buch



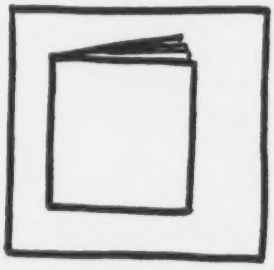
das schwarze Buch



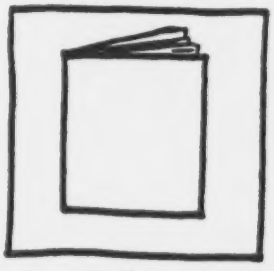
das braune Buch



das graue Buch

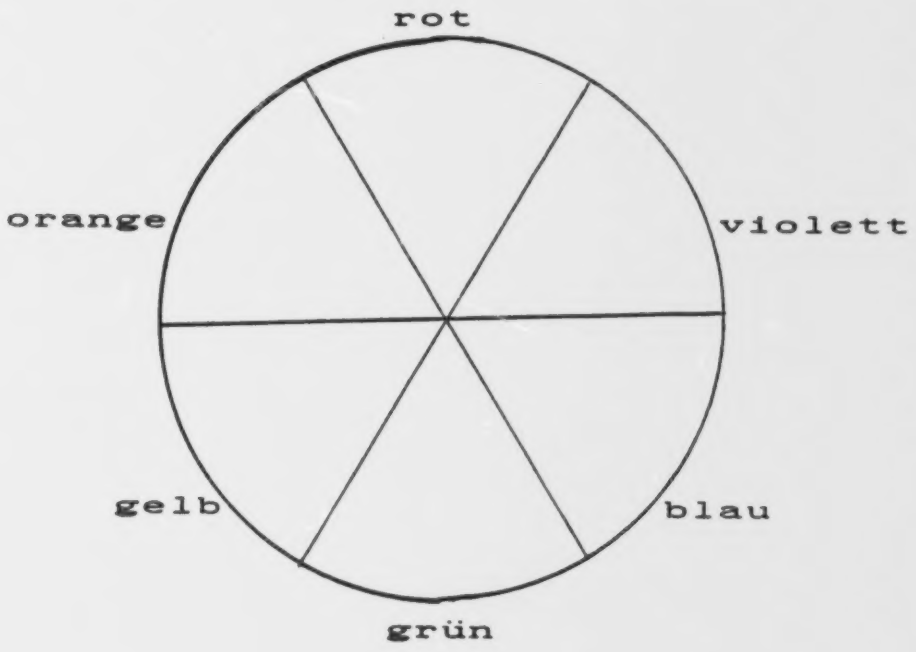


das violette Buch



das grüne Buch

Name _____



Rot und gelb machen _____ .

Rot und blau machen _____ .

Gelb und blau machen _____ .

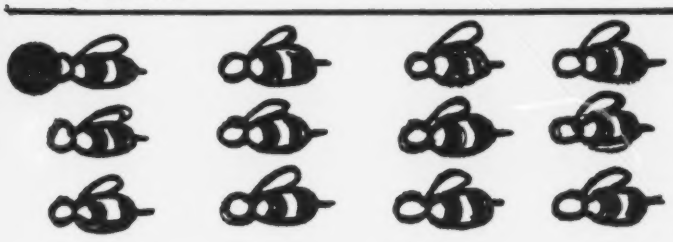
Gelb und rot machen _____ .

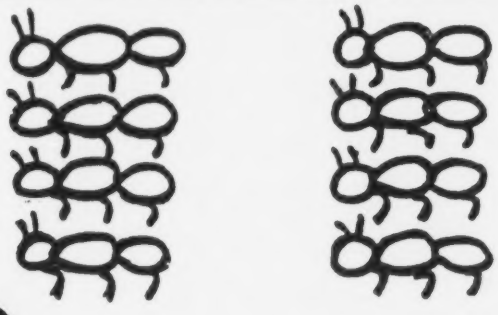
Rot und grün machen _____ .

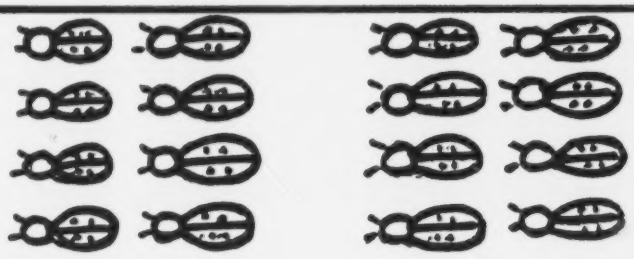
Die Zahlen

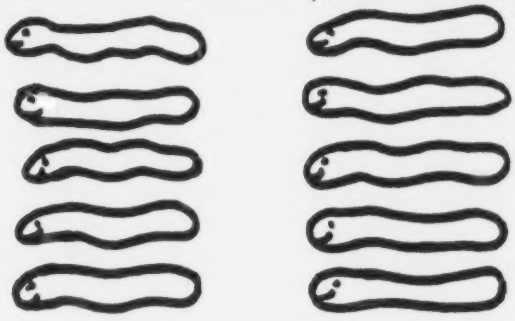
Name

MPS- 61



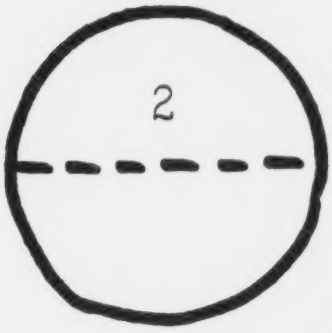






8	fünf	3	zwölf
12	sechzehn	5	zehn
16	drei	10	acht

Name _____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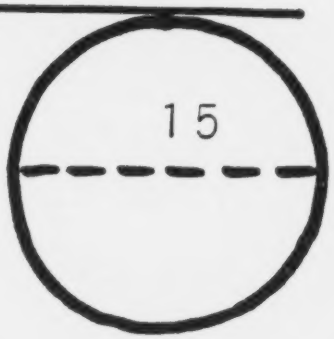
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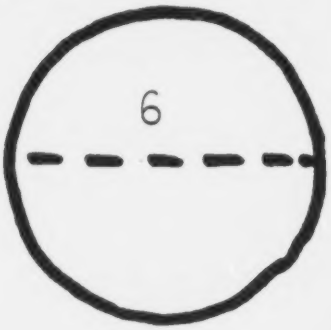
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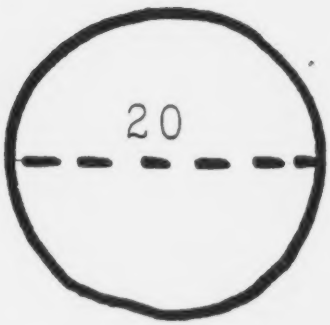
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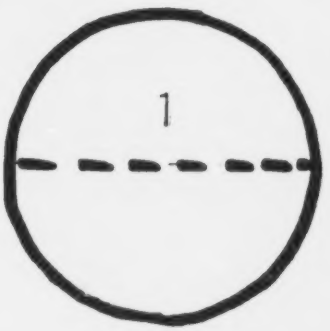
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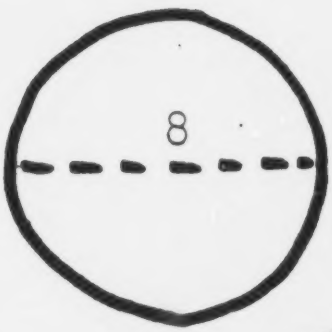
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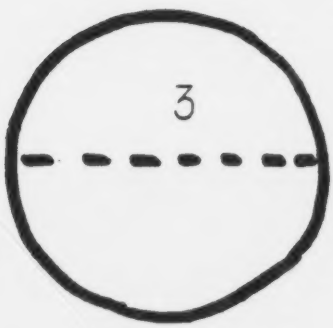
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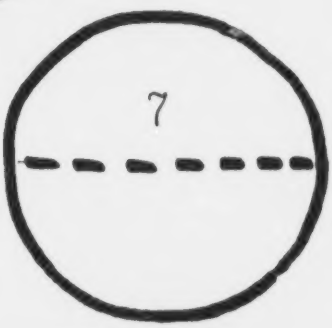
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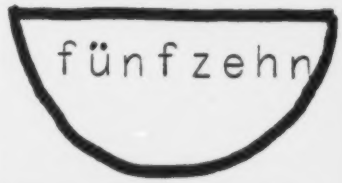
sechs

drei

zwanzig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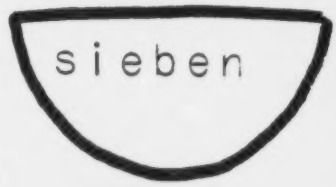
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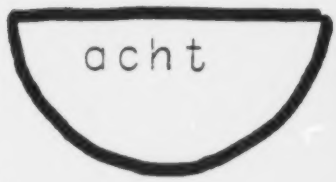
eins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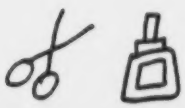
zwei



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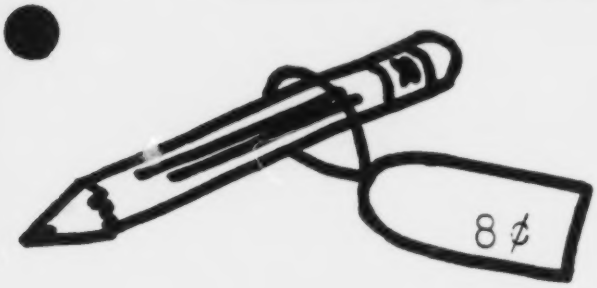
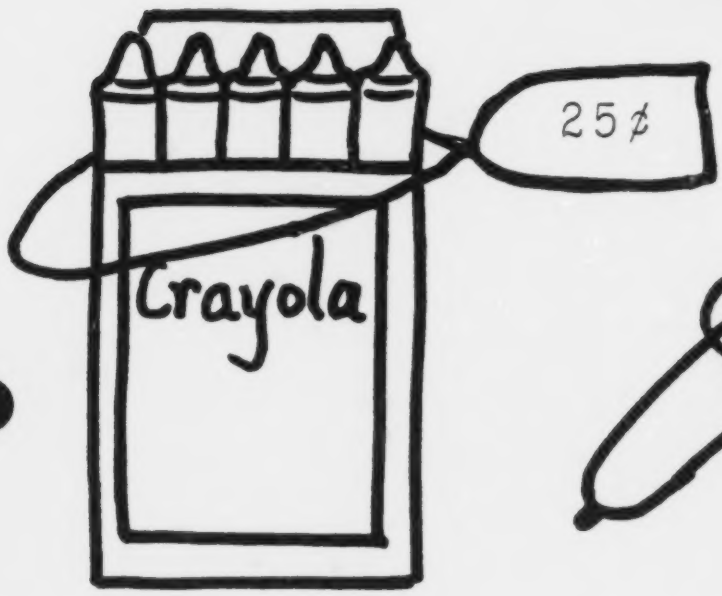
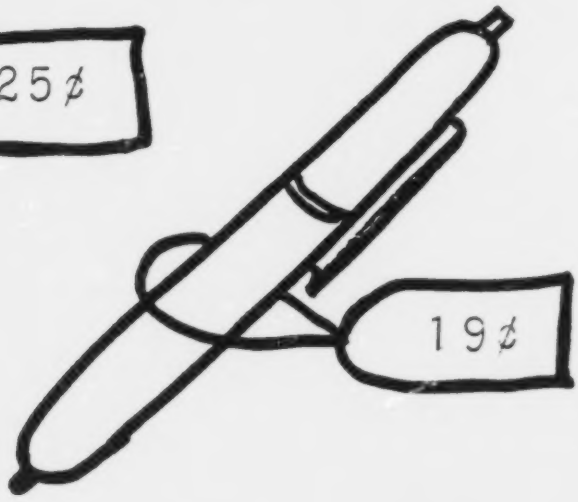


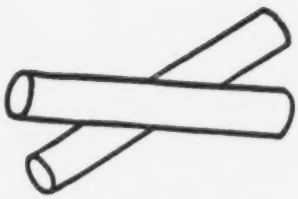




Das Klassenzimmer

Name _____

in der Schule



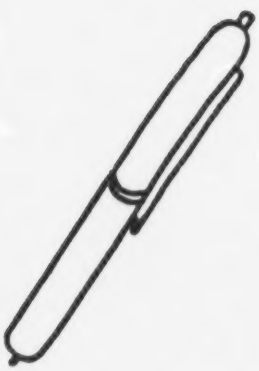
die Kreide

das Buch

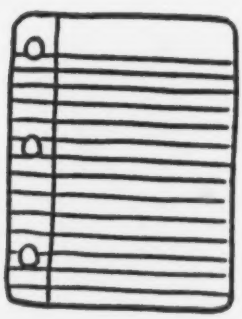
der Bleistift

die Wachsfarben

die Schere



der Kuli

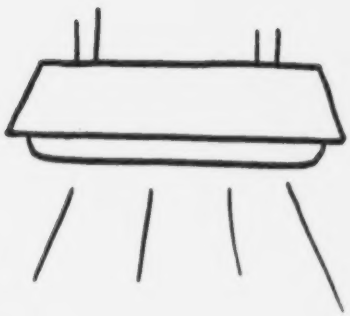


das Papier

der Klebstoff

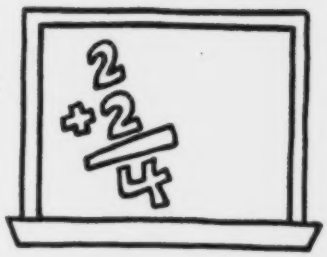
Name _____

in der Schule

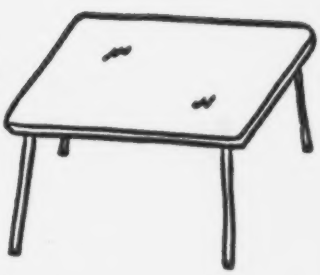


das Licht

der Papierkorb

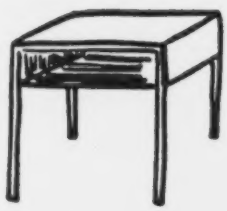


die Tafel



der Tisch

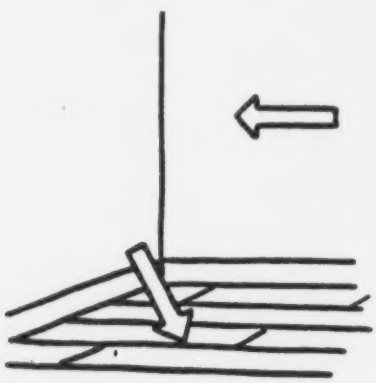
der Stuhl



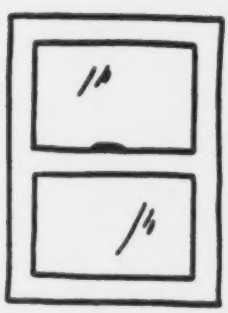
der Schreibtisch

die Fahne

die Wand



der Fußboden



das Fenster

die Tür

N A M E _____

Male das Buch gelb.

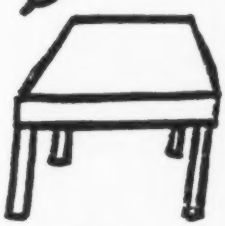
Male den Stuhl grün.

Male die Fahne weiß.

Male den Papierkorb grau.

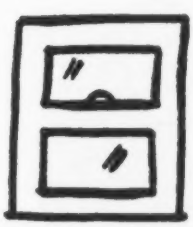
Male den Kuli rot.

Male den Tisch braun.



Male den Bleistift orange.

Male das Fenster blau.



N A M E _____

Male die Fahne weiB.

Male den Tisch braun.

Male den Bleistift orange.

Male das Buch gelb.

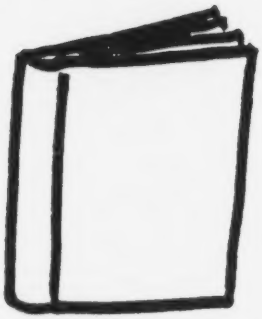
Male den Kuli rot.

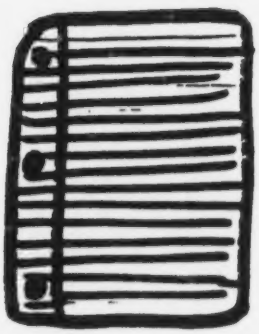
Male den Papierkorb grau.

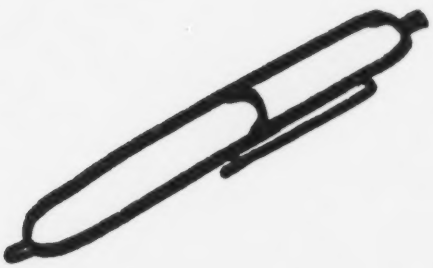
Male das Fenster blau.

Male den Stuhl grün.

Name _____







die Schere

das Papier

der Kuli

der Bleistift

die Kreide

das Buch

Der Körper

NAME _____

der Körper

der Kopf

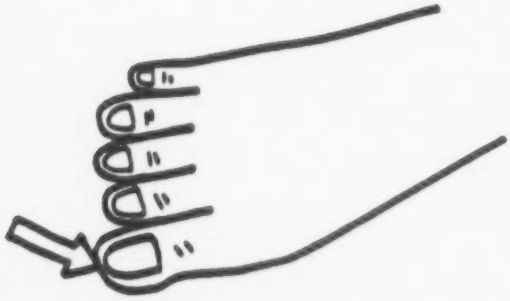
die Hand

der Finger

die Schulter

der Arm

der Fuß



die Zehe

das Knie

das Bein

N A M E _____

das Gesicht

das Haar

die Nase

das Auge

das Ohr

der Mund

der Zahn

Name_____

Ich habe einen Kopf.

Ich habe zwei FÜBe.

Ich habe zwei Hände.

Ich habe zwei Ohren.

Ich habe einen Muna.

Ich habe eine Nase.

Ich habe zwei Arme.

Ich habe zwei Beine.

Ich habe zwei Augen.

Ich habe zwei Schultern.

Ich habe ein Gesicht.

Das Haus

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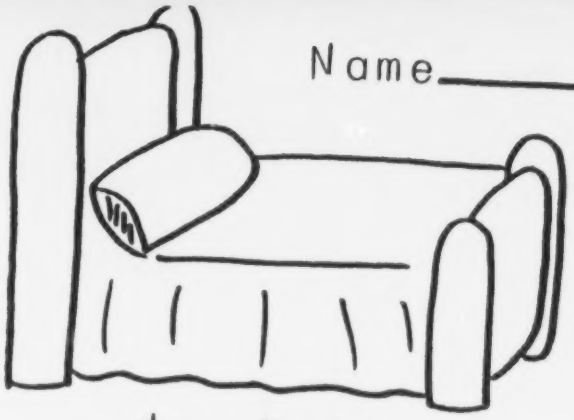
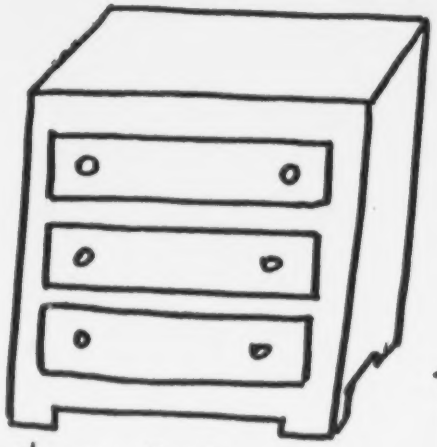
Name _____

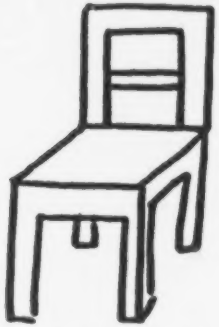


das Bett

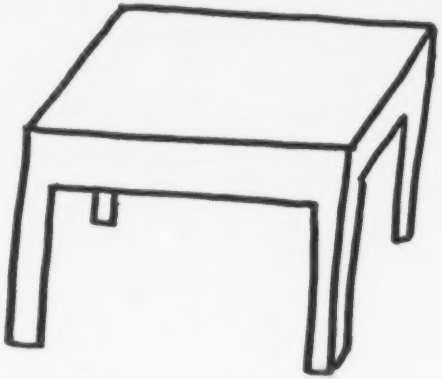
die Lampe



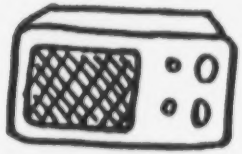
der Schrank



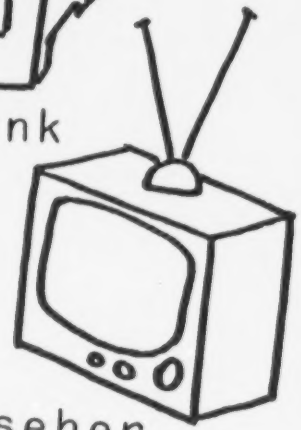
der Stuhl



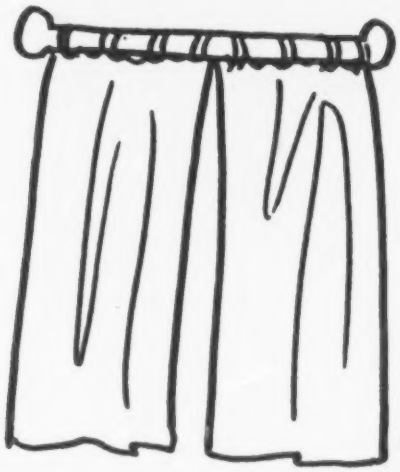
der Tisch



das Radio

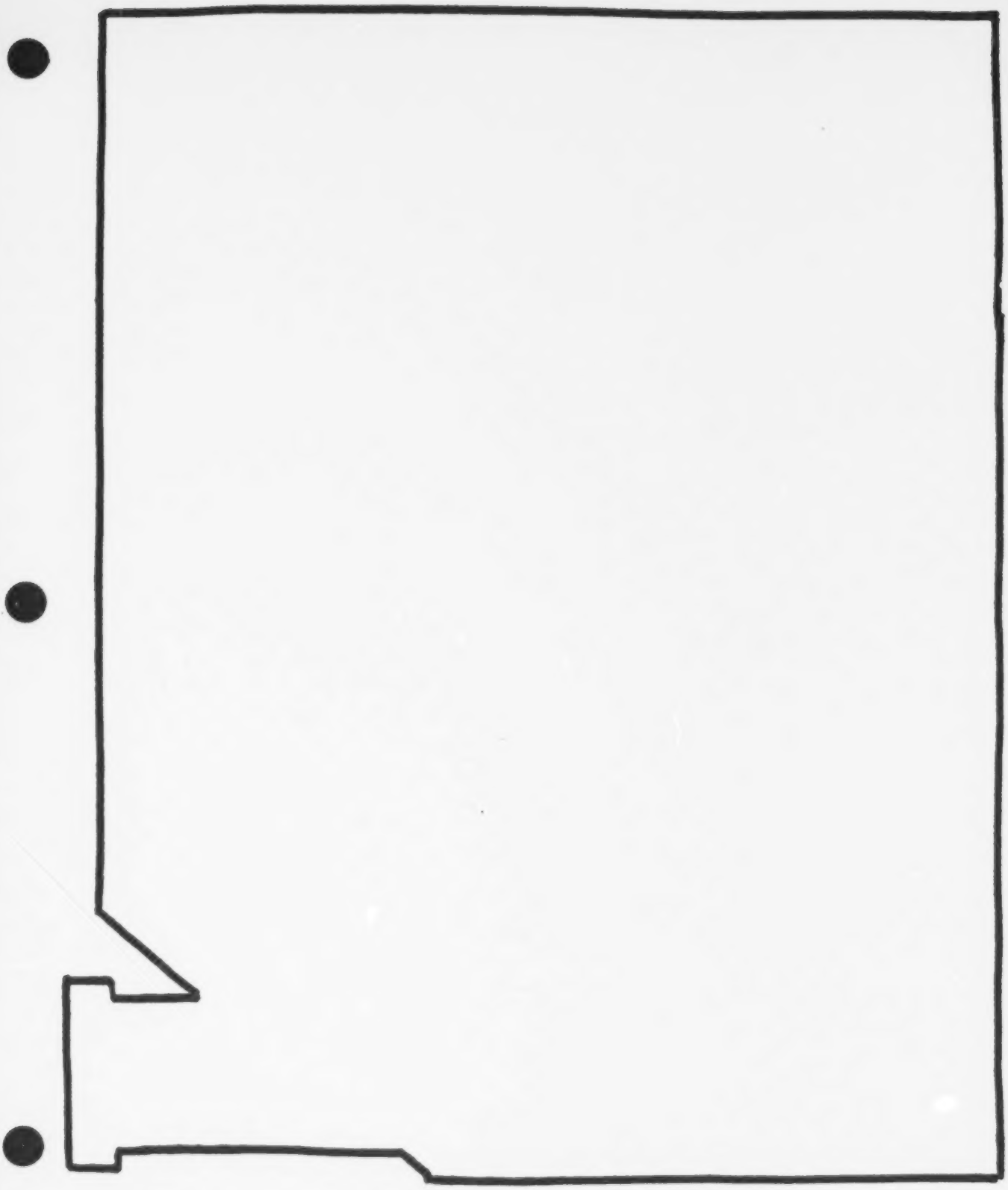


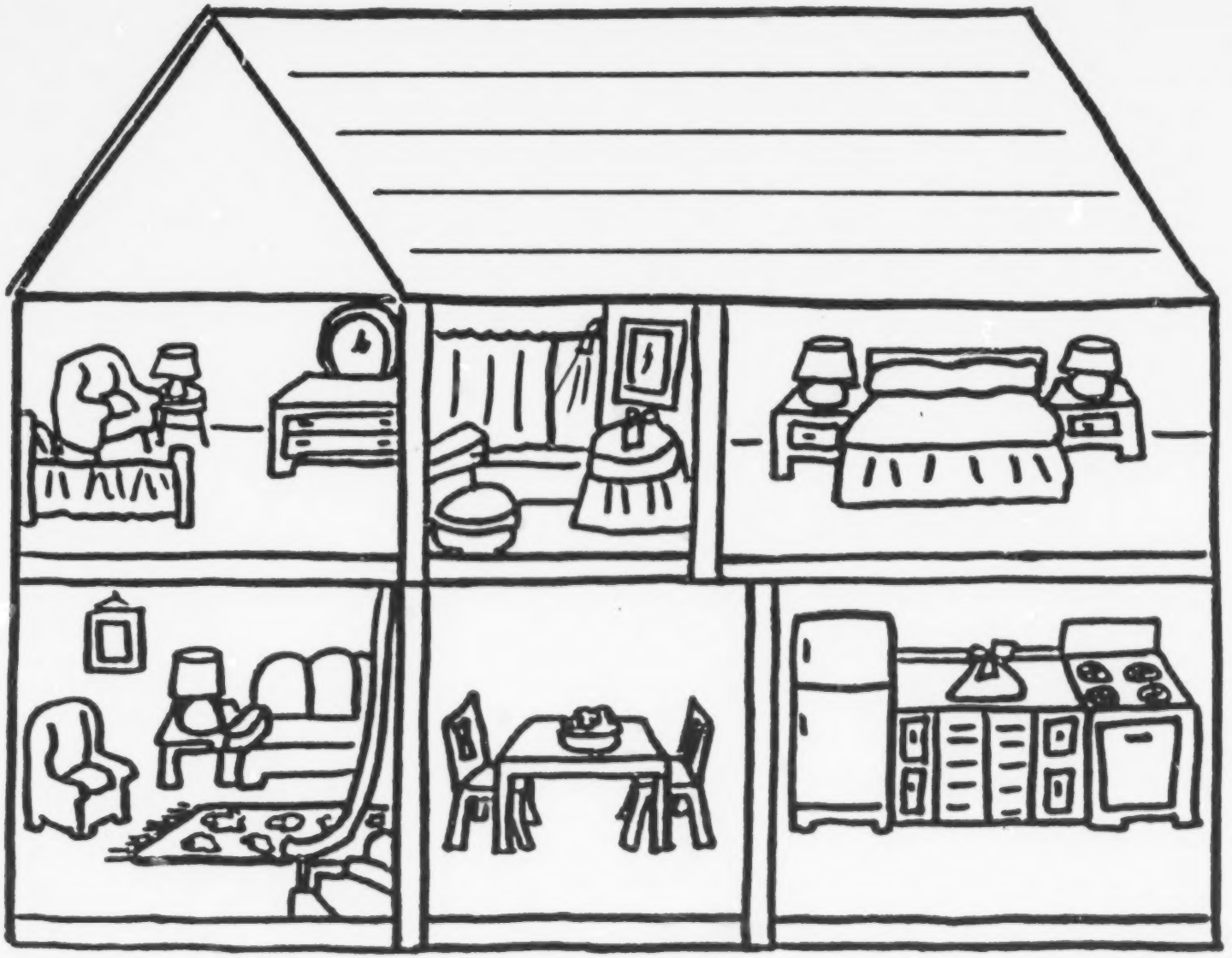
der Fernseher



die Vorhänge

der Teppich





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Die Kleidung

N A M E _____

das Hemd

die Bluse

die Hose

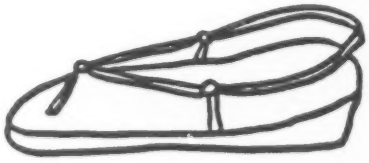
das Kleid

der Rock

der Strumpf
die Socke

der Schuh

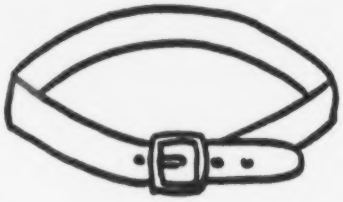
die kurze Hose



die Sandale

N A M E _____

die Brille

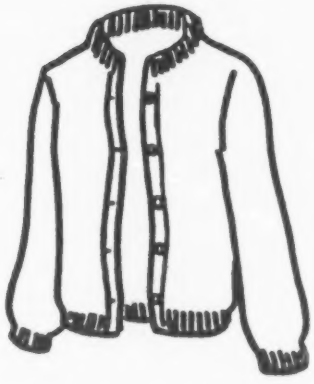


der Gürtel

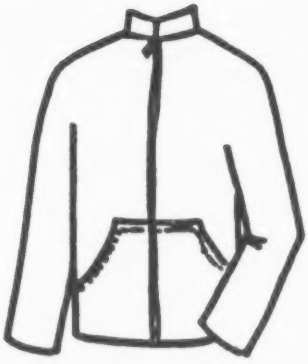
der Regenschirm

der Hut

der Mantel

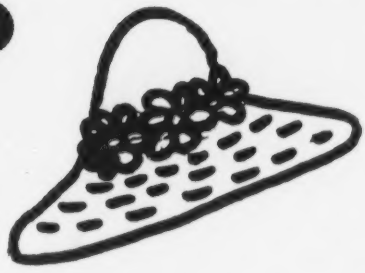


die Strickjacke



die Jacke

Name _____



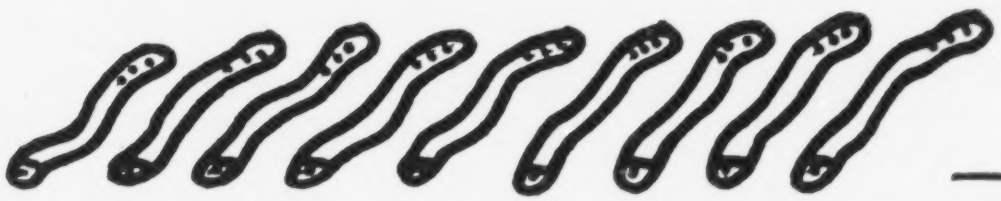
Name _____

3 + 1 = 4

Drei grüne Hemden and ein blaues Hemd

4 + 2 = _

vier gelbe Socken und zwei graue Socken



___ + ___ = _

fünf braune Gürtel und vier schwarze Gürtel

___ + ___ = _

drei orange Regenschirme und zwei rote Regenshirme

___ + ___ = _

ein violetter Hut and zwei rosa Hüte

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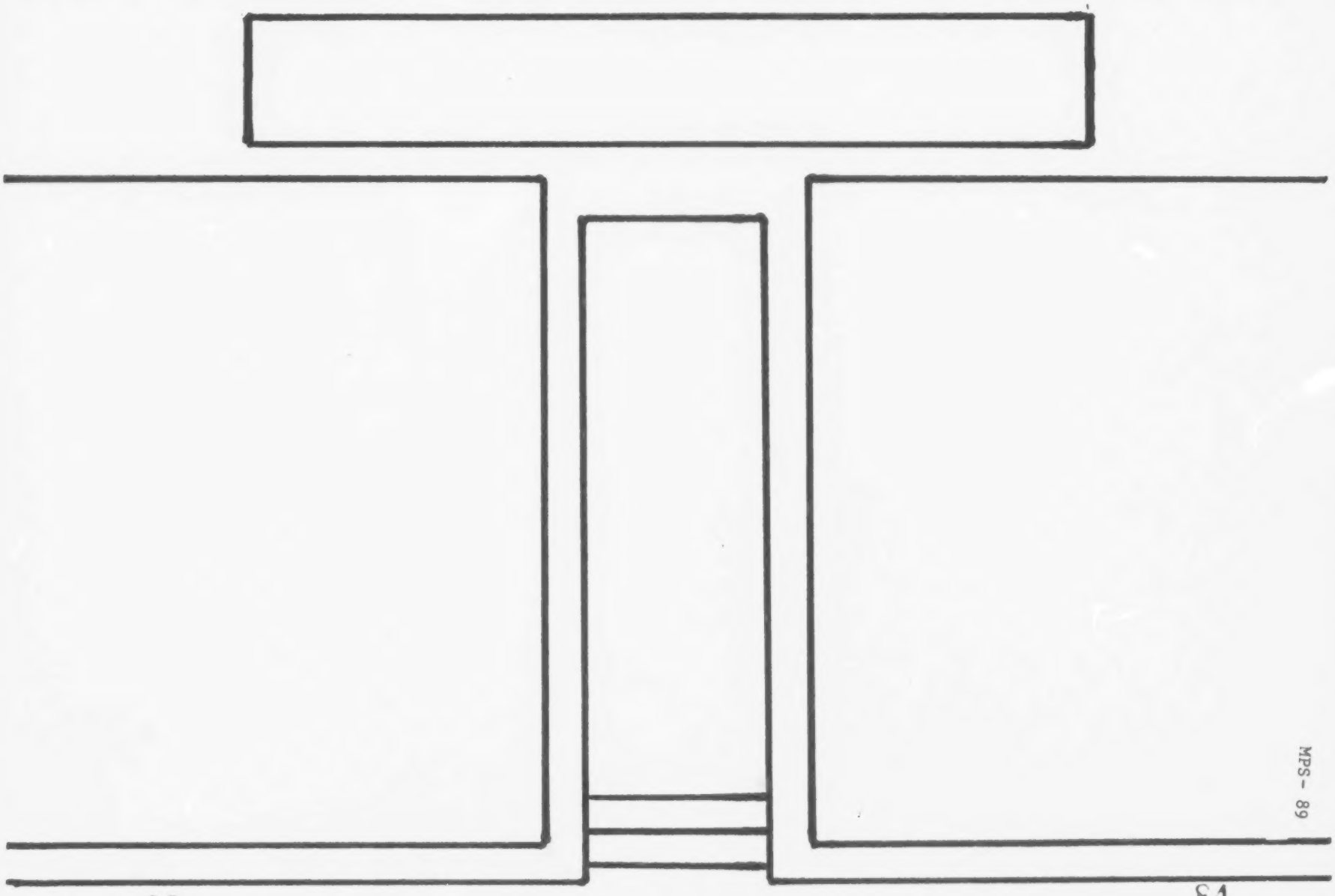
Name



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83

84

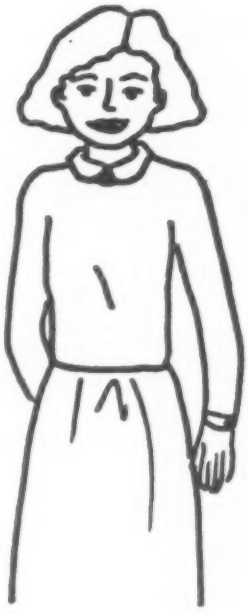
Die Familie

Name _____

die Familie

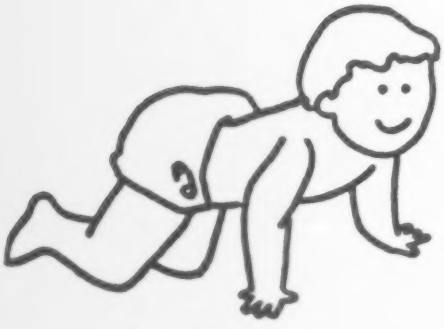
der GroBvater
(Opa)

die GroBmutter
(Oma)



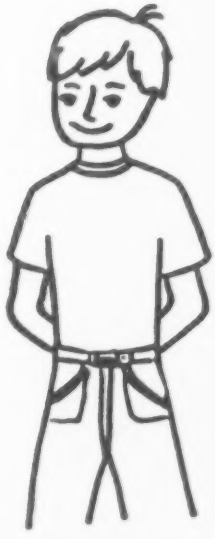
die Mutter

der Vater



das Baby

die Schwester



der Bruder

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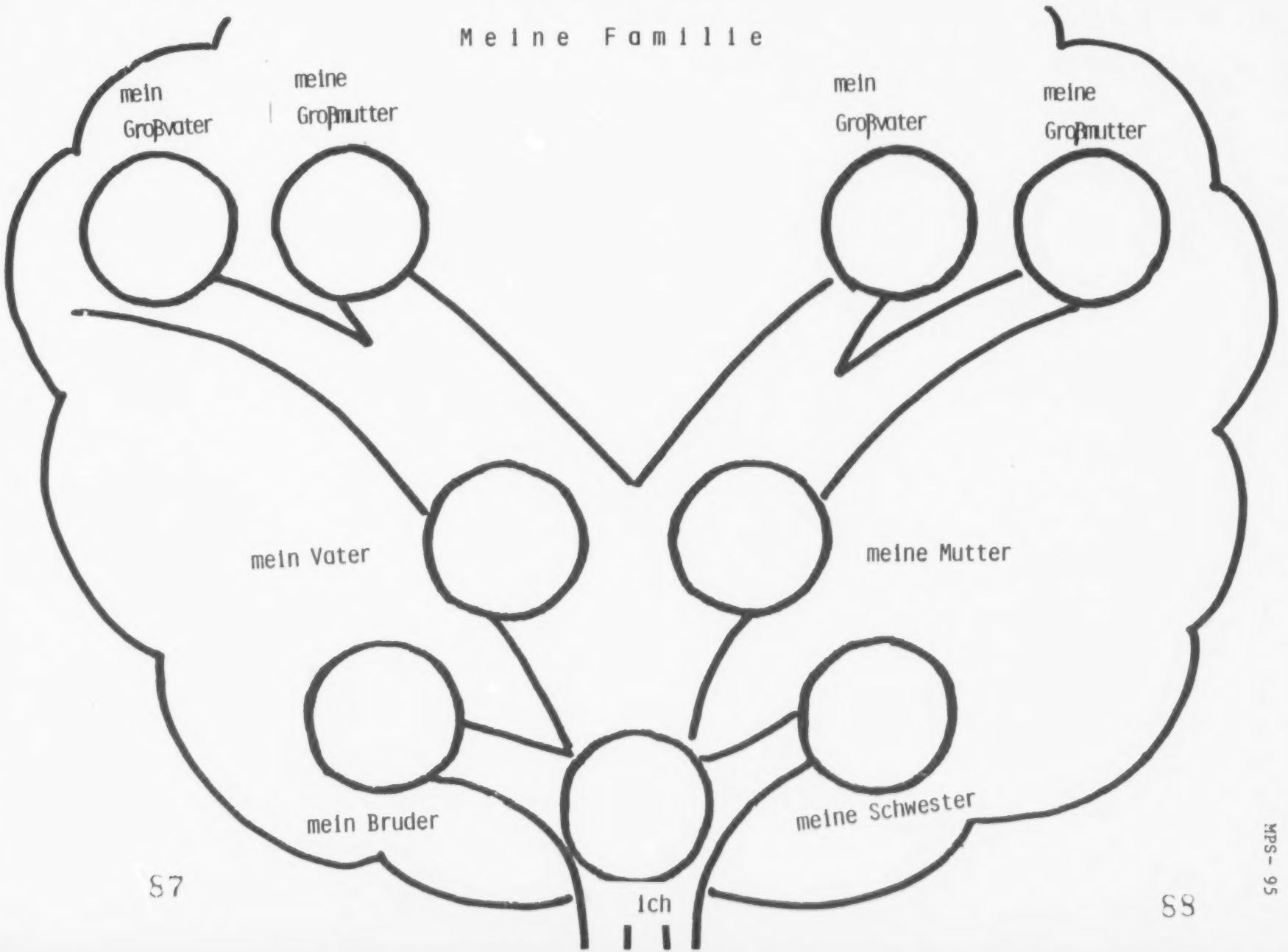
Meine Familie



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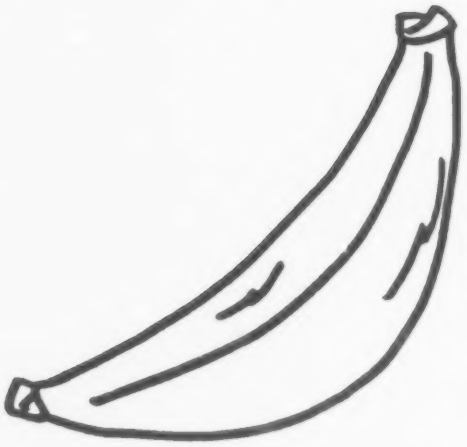
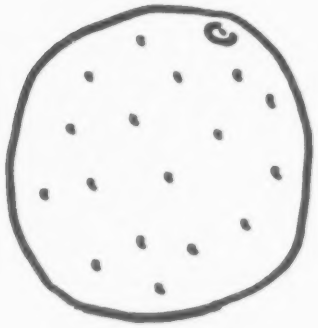
Das Essen

Name _____

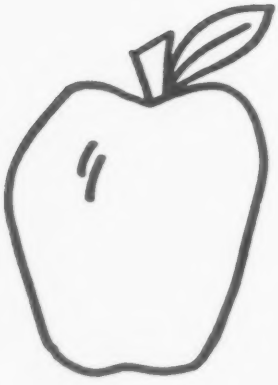
das Obst



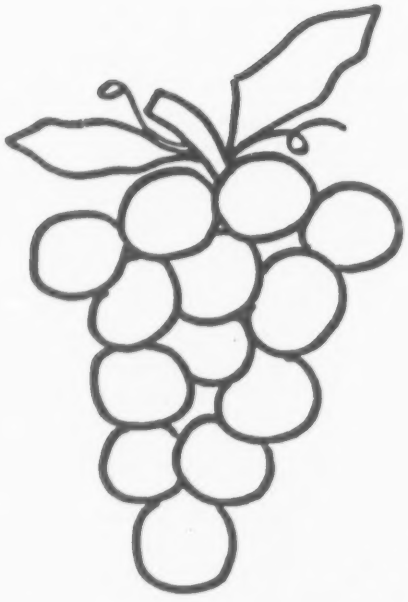
die Banane



die Orange



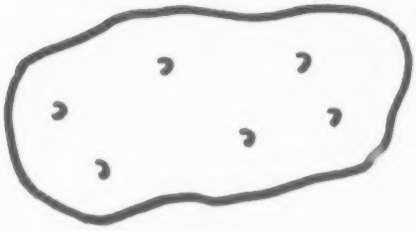
der Apfel



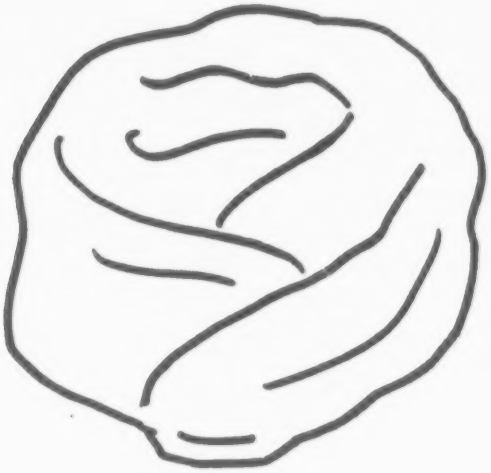
die Trauben

Name _____

das Gemüse

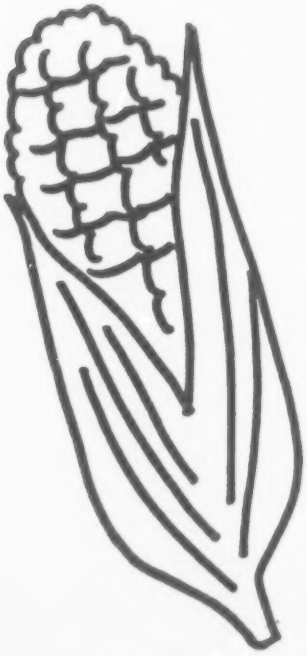


die Kartoffel



der Kopfsalat

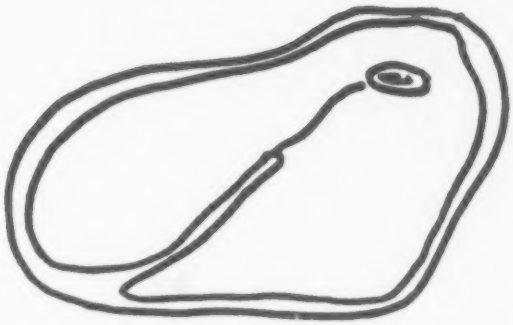
die Tomate



der Mais

die Karotte

Name _____

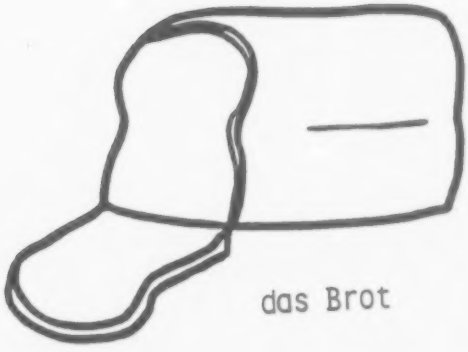


das Fleisch

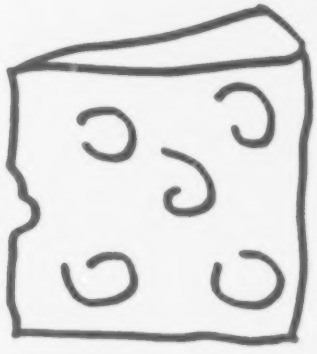
die Milch

der Keks

das Eis



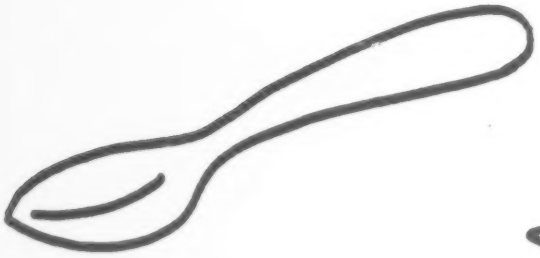
das Brot



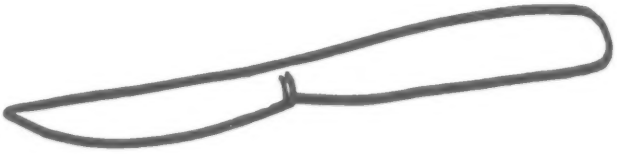
der Käse

Name _____

am Tisch

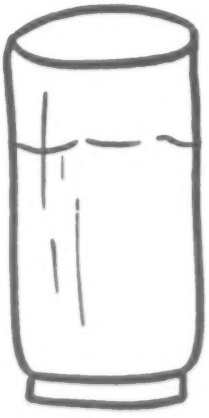


der Löffel

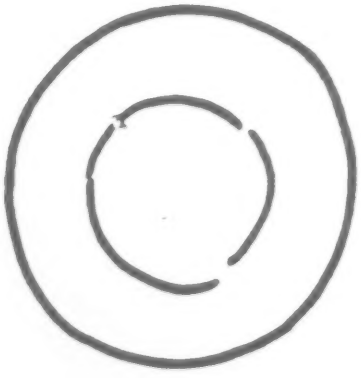


das Messer

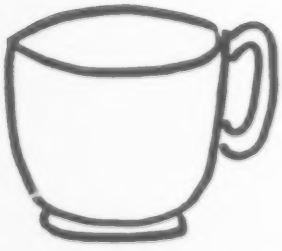
die Gabel



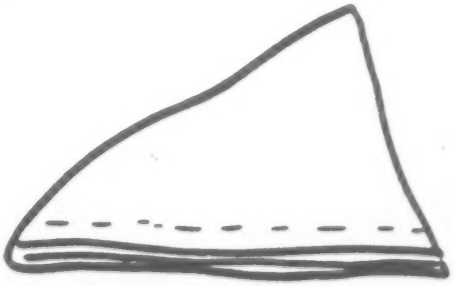
das Glass



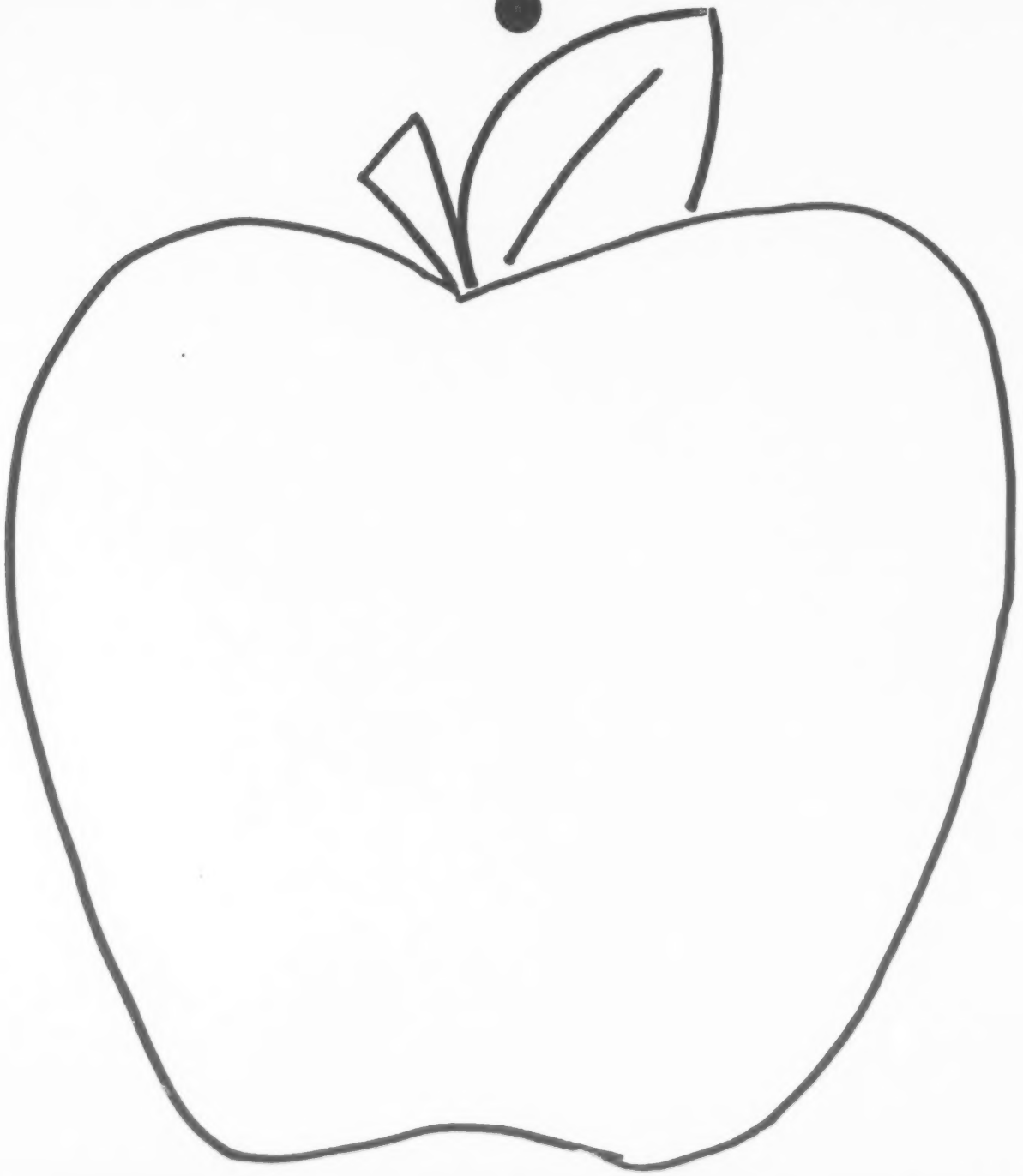
der Teller

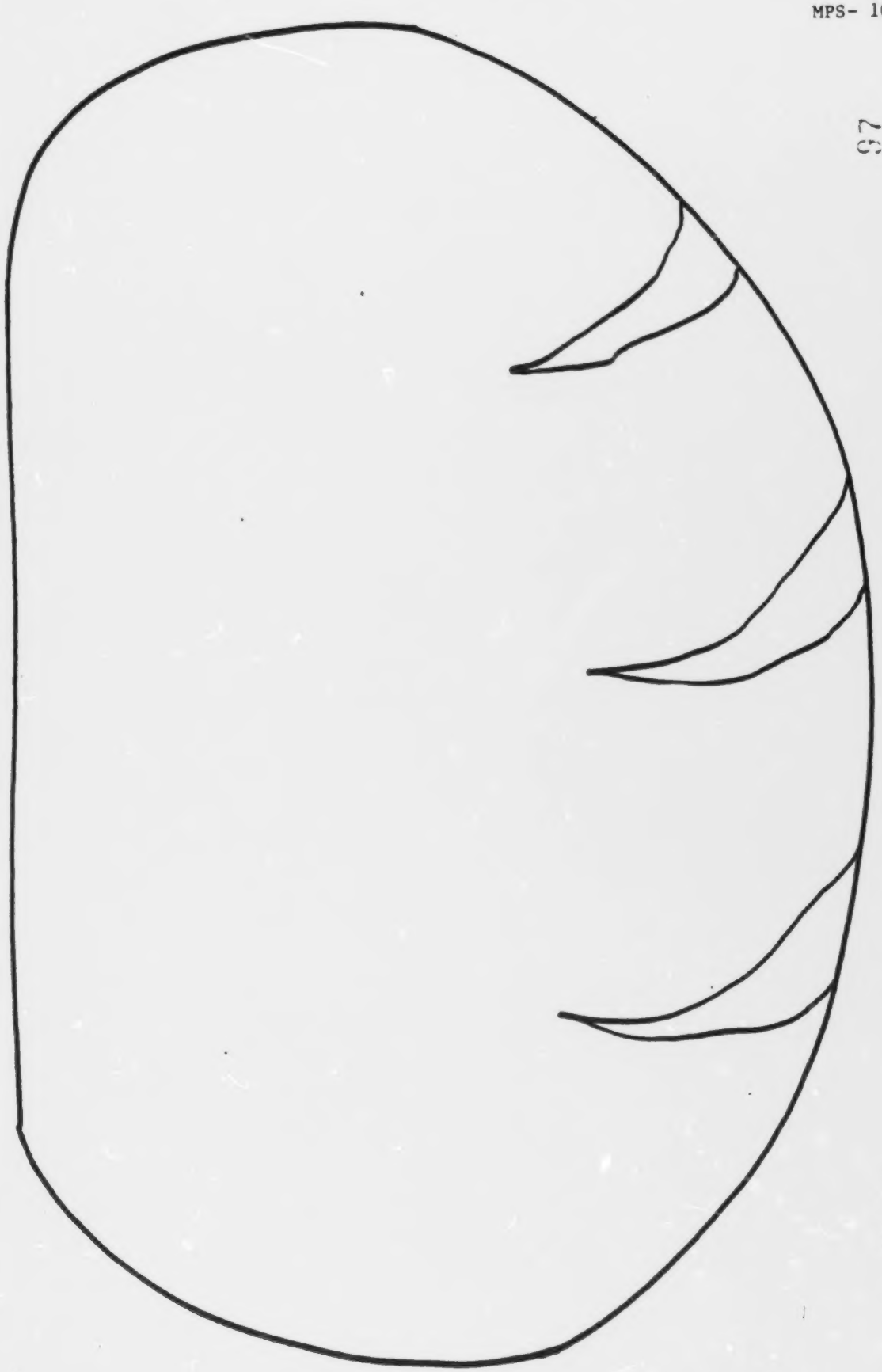


die Tasse

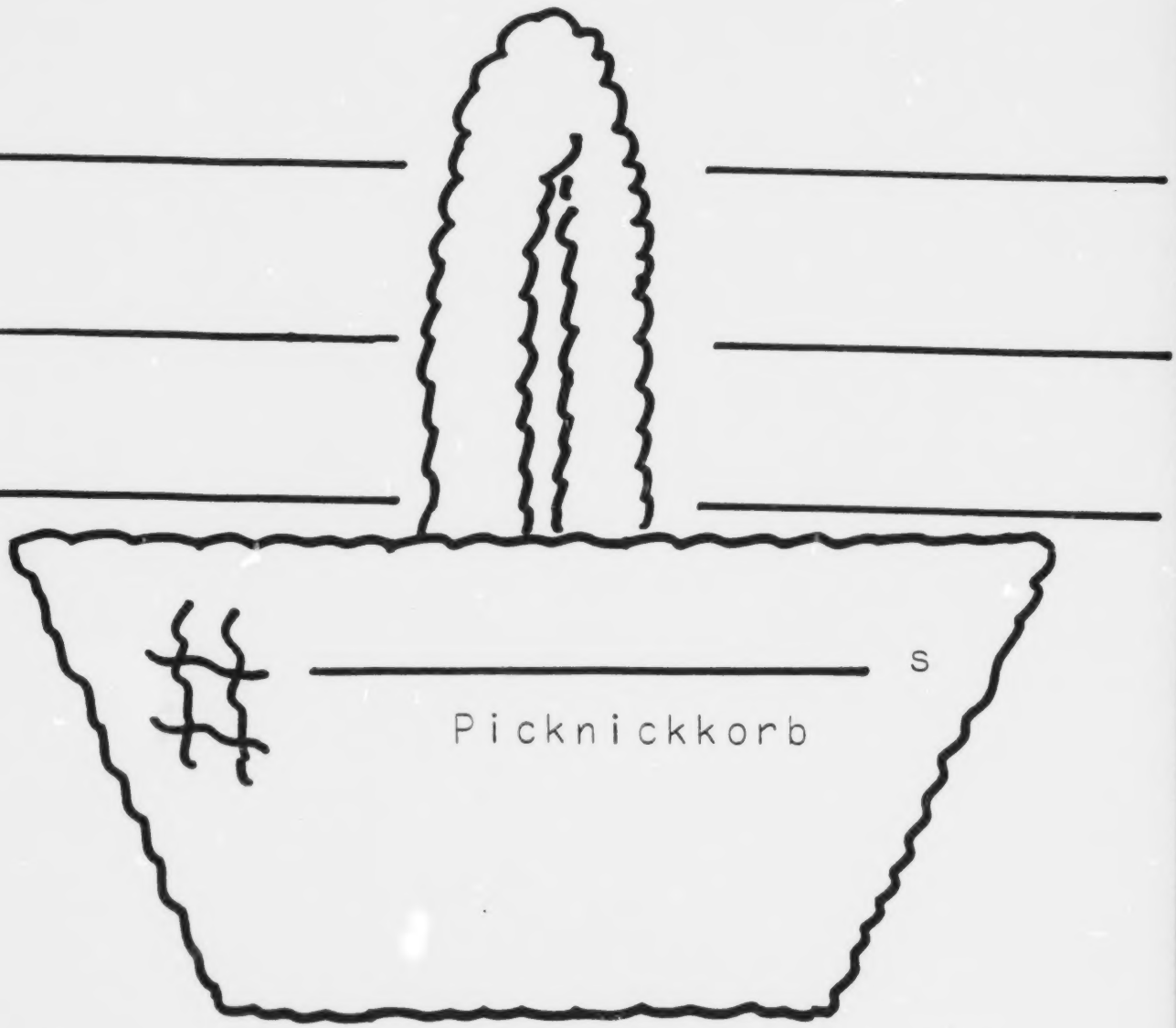


die Serviette




97
96

Wir haben ein Picknick

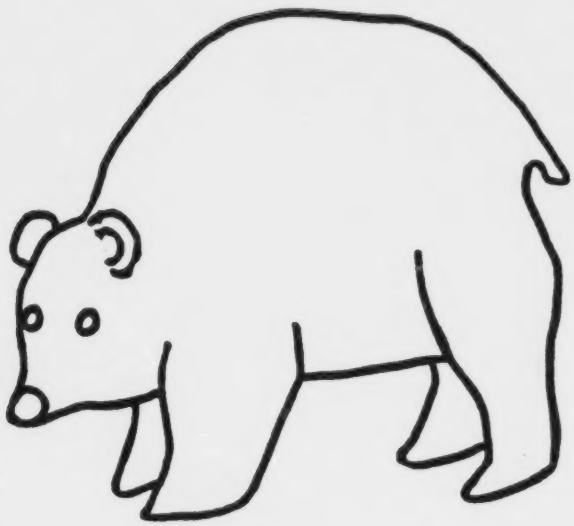


der Apfel	die Tür	die Karotte
das Fenster	der Käse	die Banane
das Brot	die Milch	das Bett

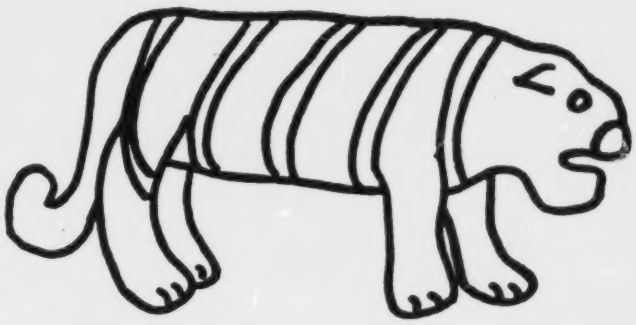
Die Tiere

Name _____

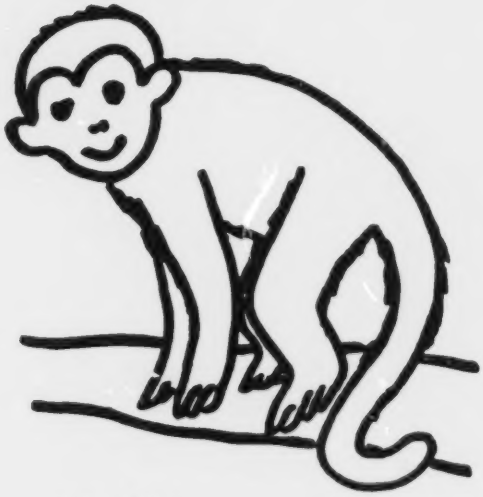
der Zoo



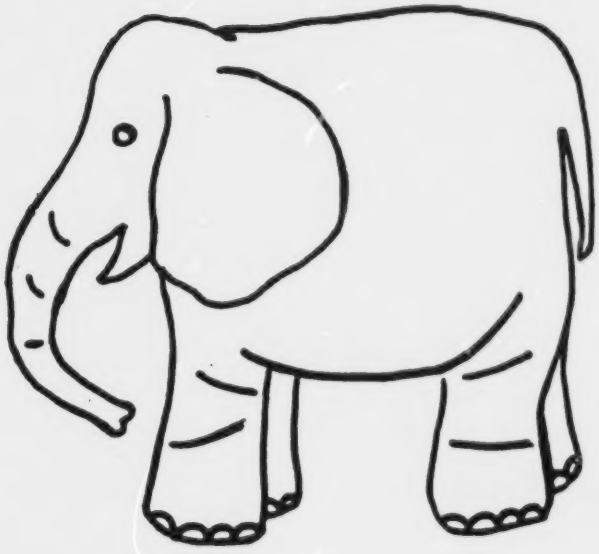
der Bär



der Tiger



der Affe



der Elefant

der Löwe

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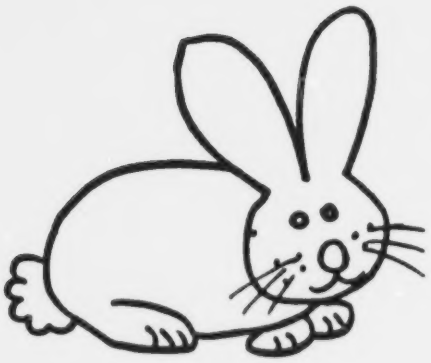
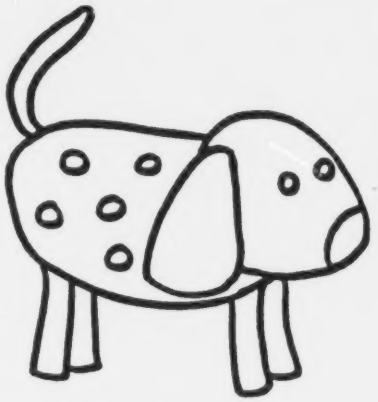
Name _____

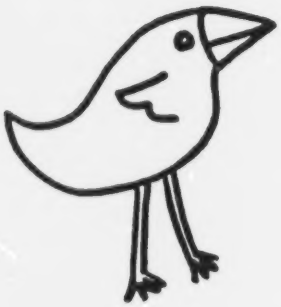
die Haustiere



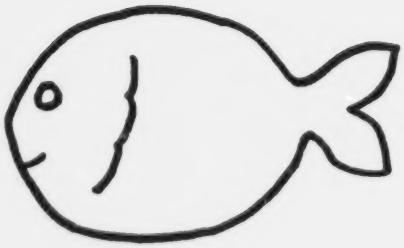
der Hase



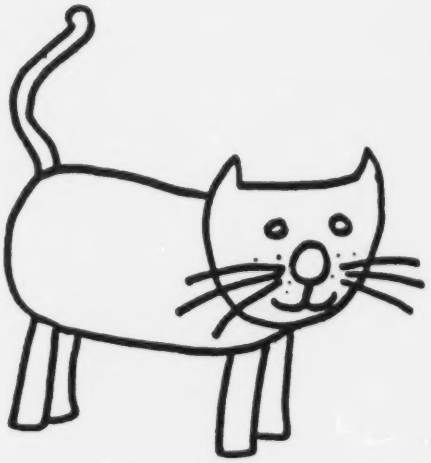
der Hund



der Vogel



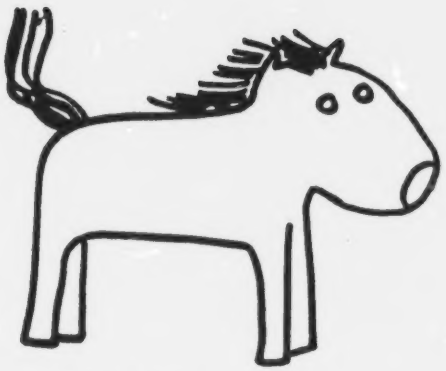
der Fisch



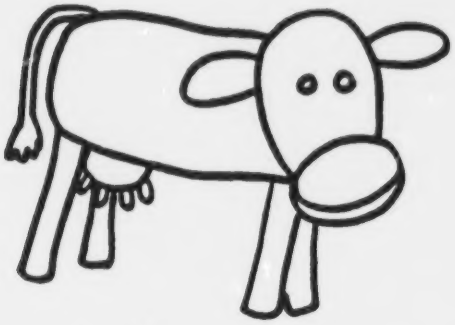
die Katze

Name _____

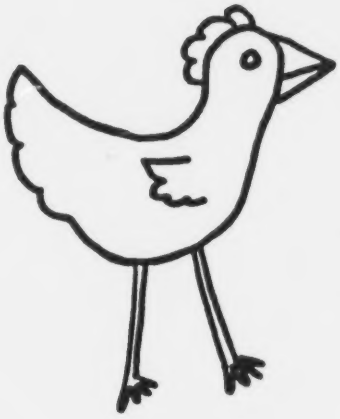
Die Tiere auf dem Bauernhof



das Pferd

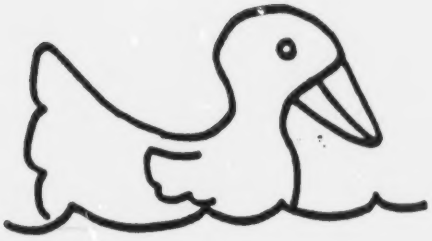


die Kuh

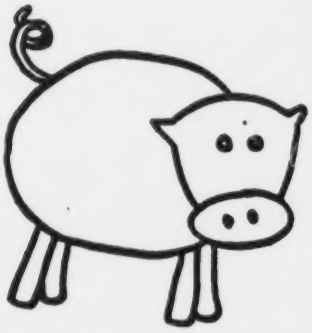


das Huhn

die Henne



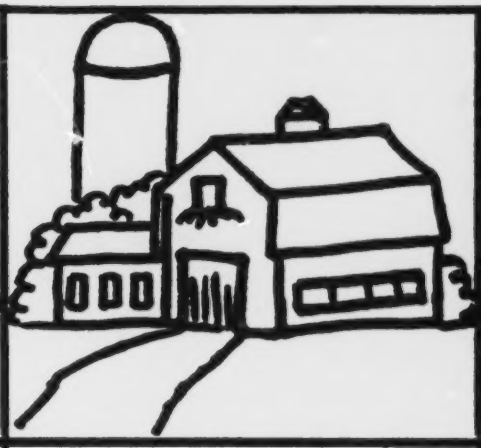
die Ente



das Schwein

Name _____

das Haus

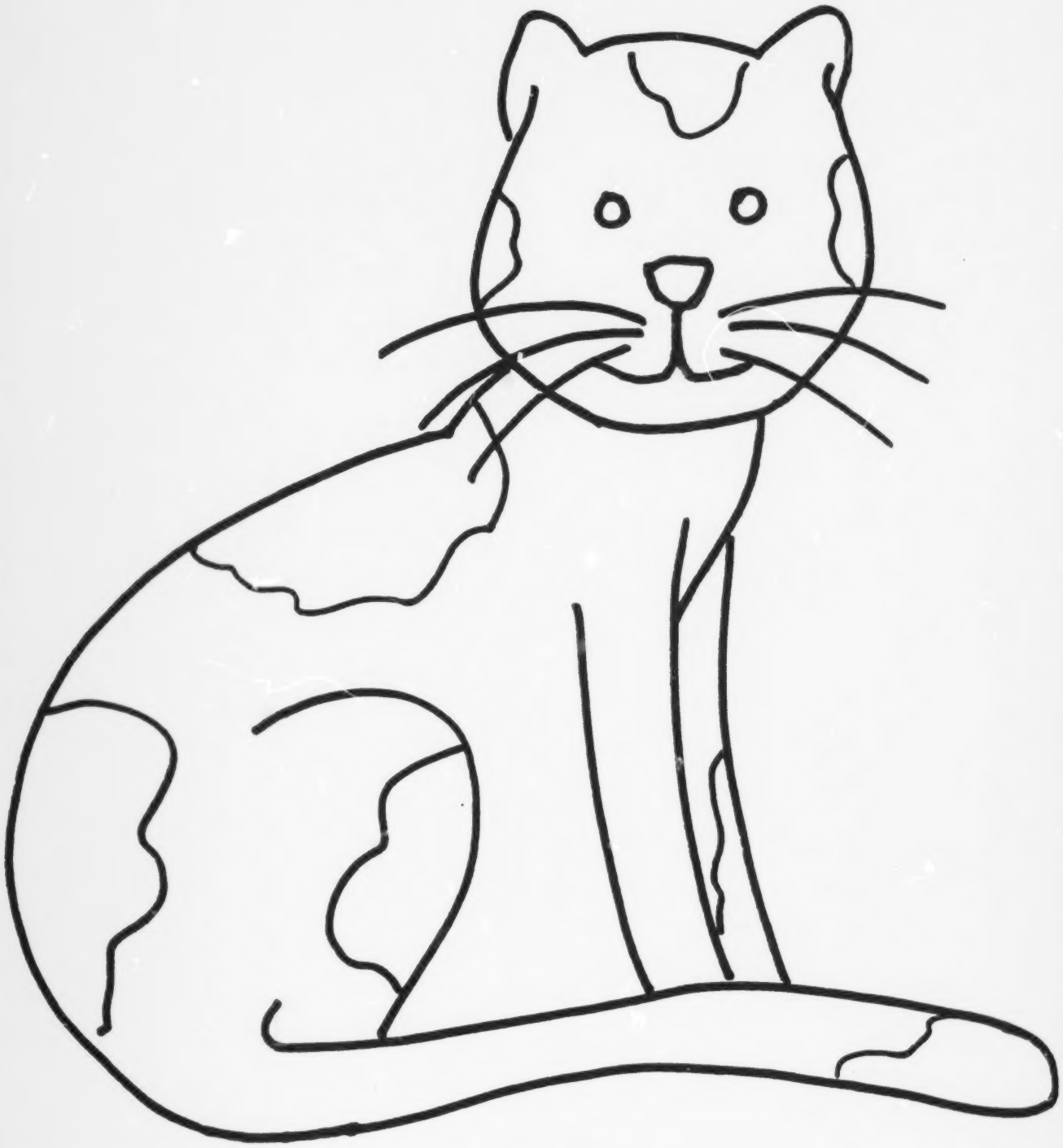


der Bauernhof

der Zoo

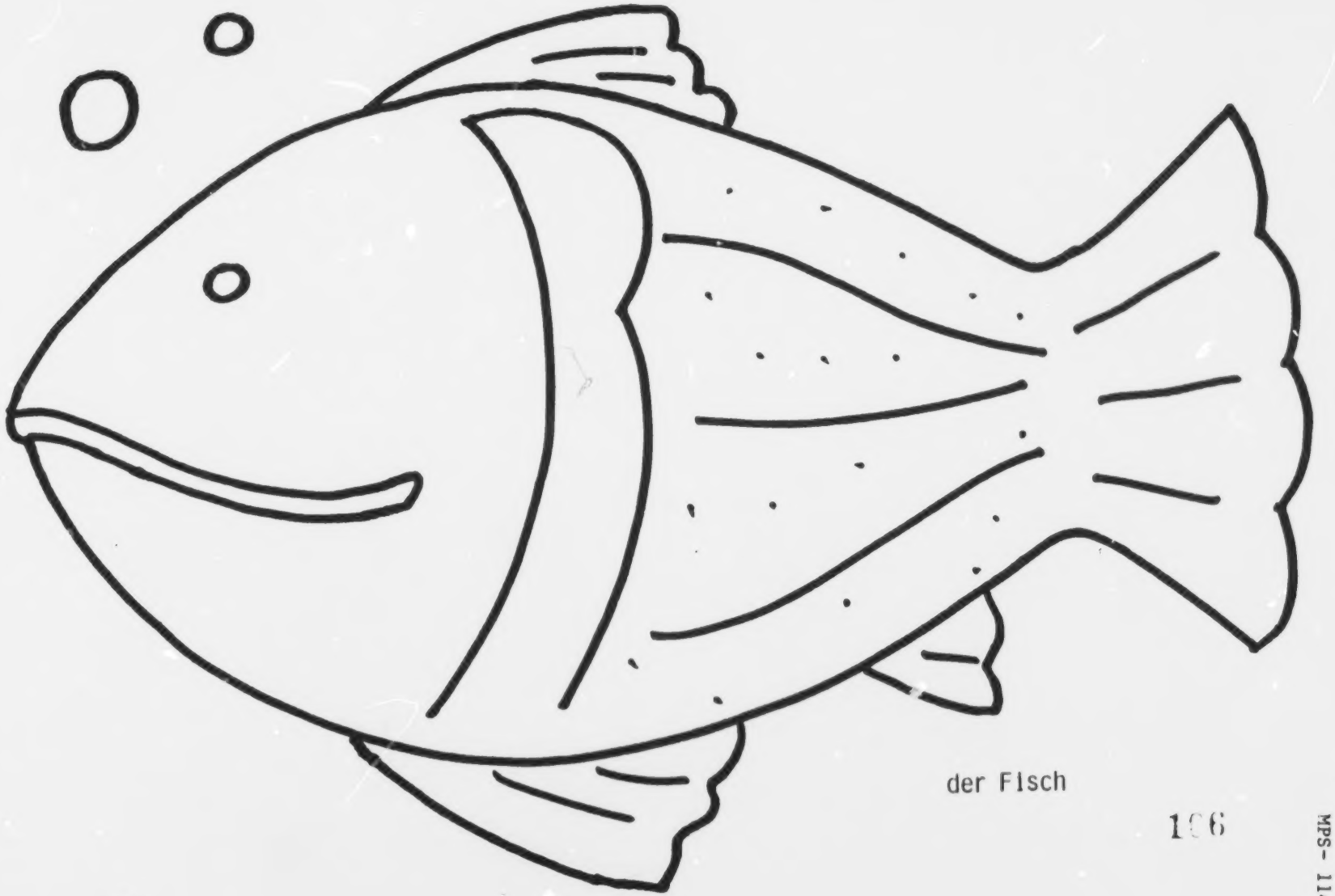
die Katze	das Schwein	der Tiger
die Henne	der Löwe	der Affe
der Hund	der Elefant	das Pferd
der Fisch	der Bär	die Kuh

Name _____



die Katze

Name _____



der Fisch

MPS- 114

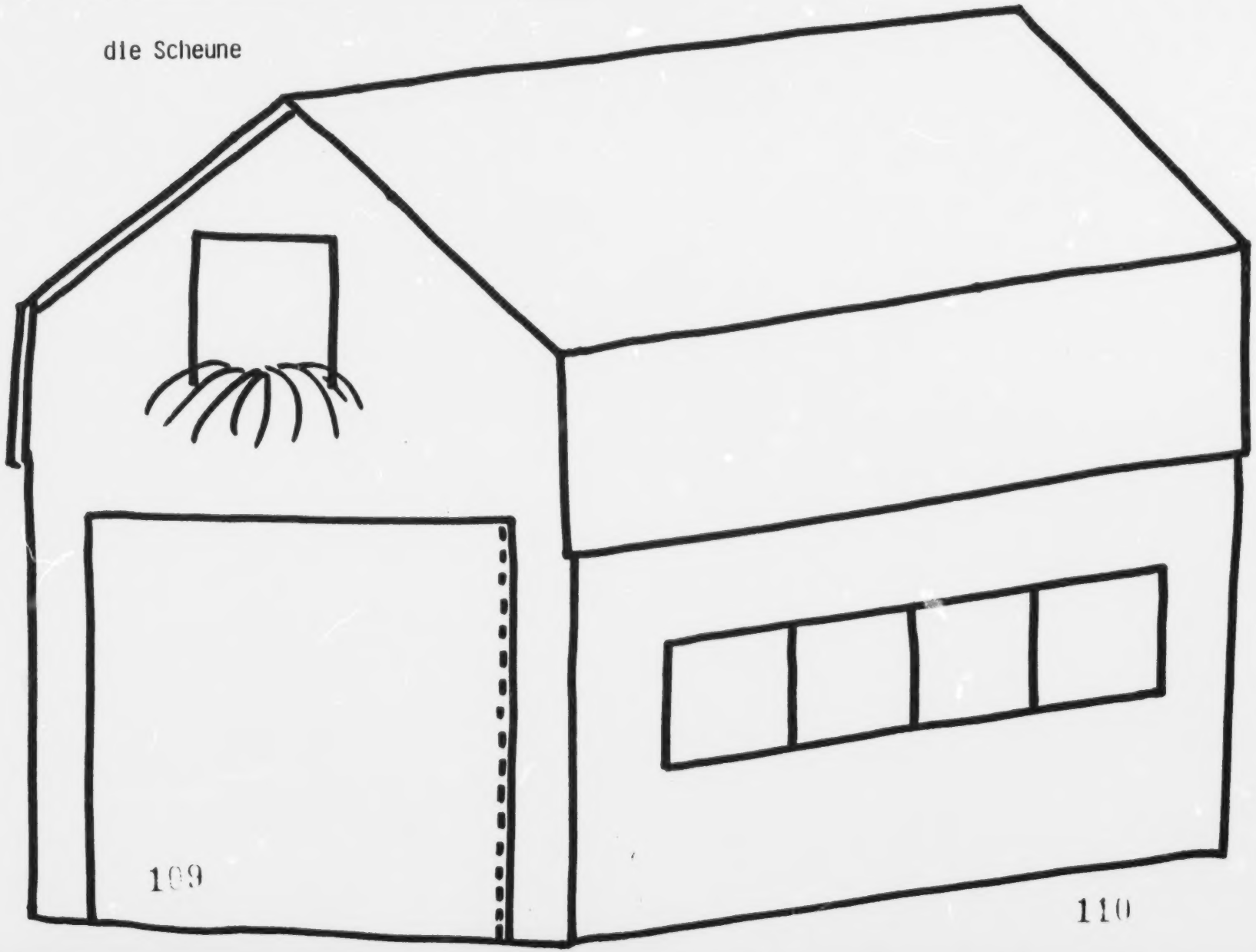
Name _____

der Bär

Die Orte

Name _____

die Scheune



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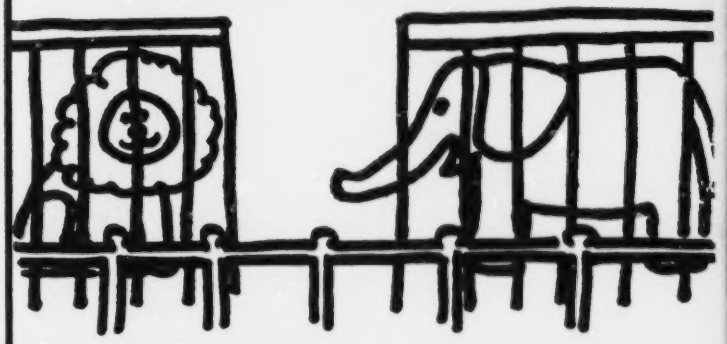
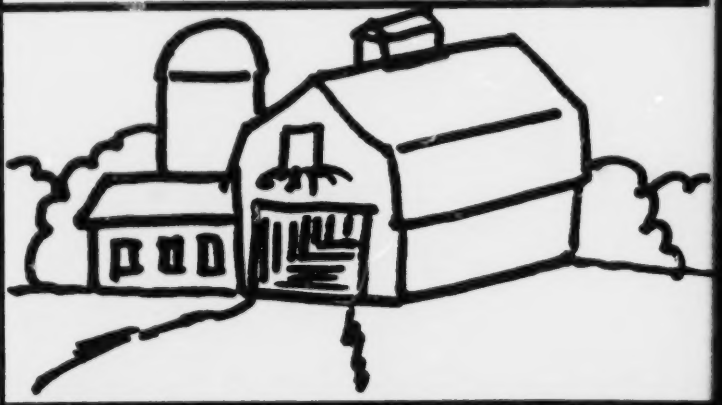
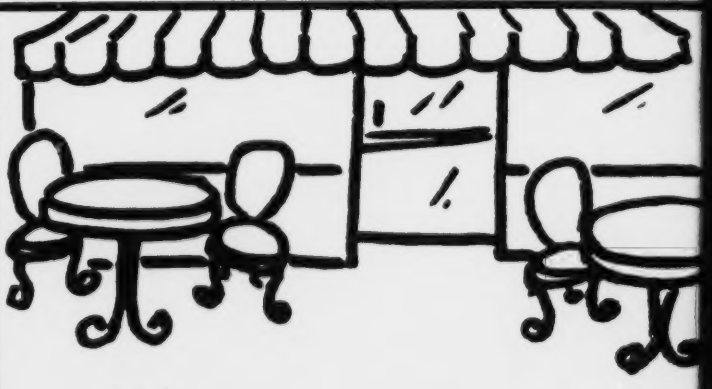
Name_____







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CLOCK WORKSHEETS

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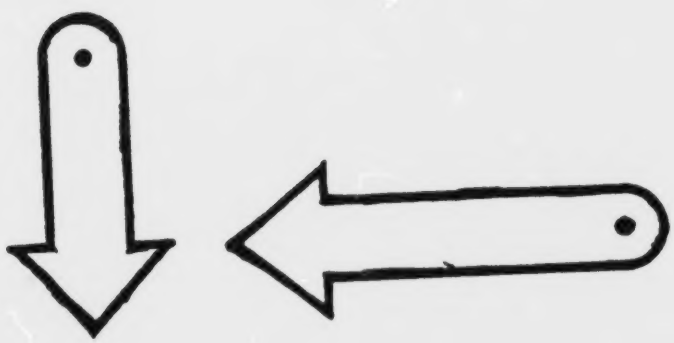

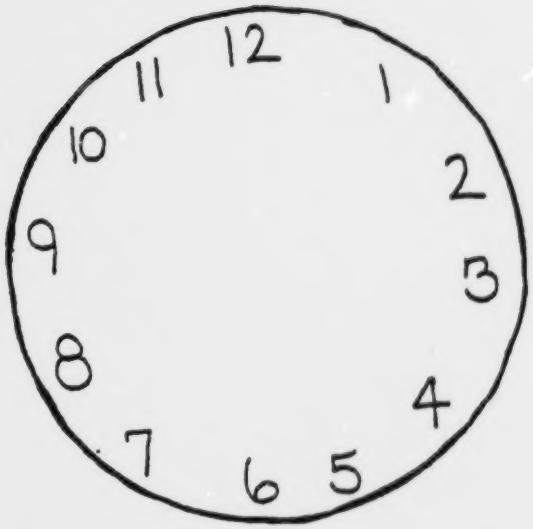
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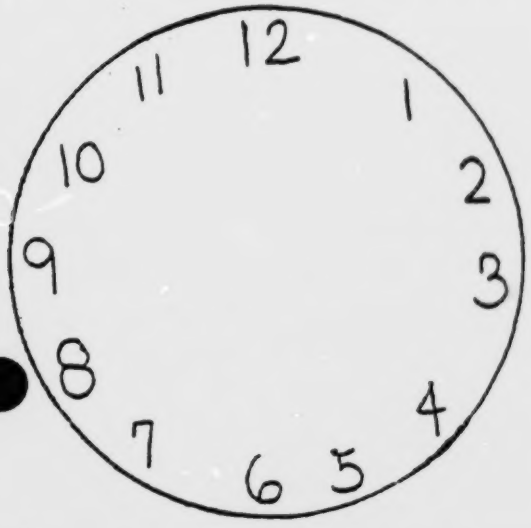
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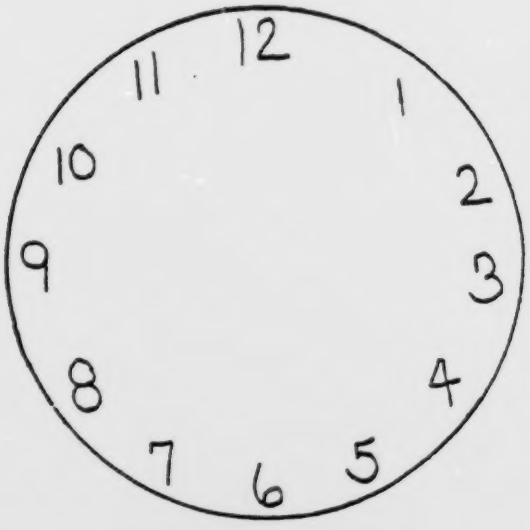
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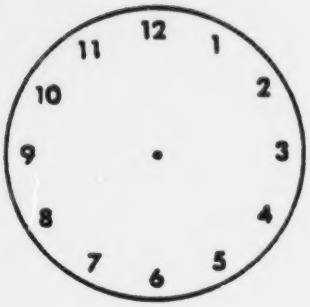
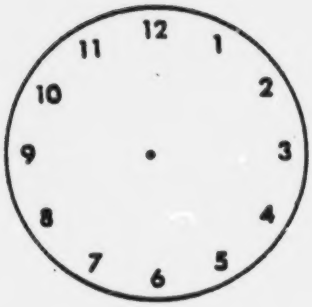
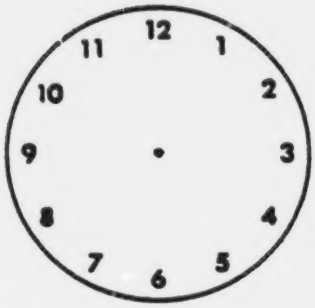
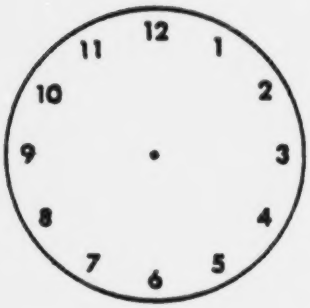
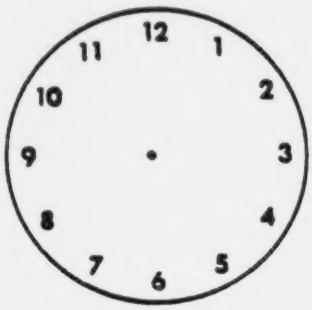
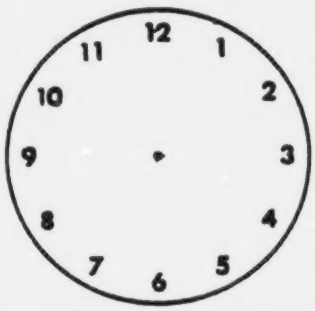
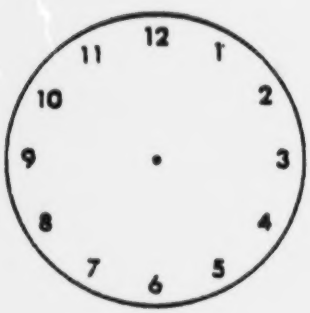
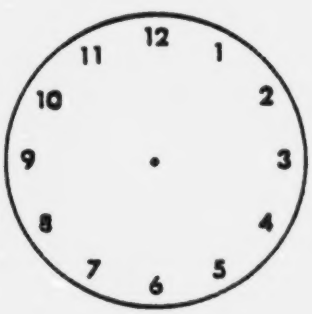
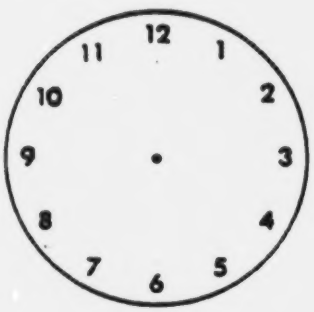




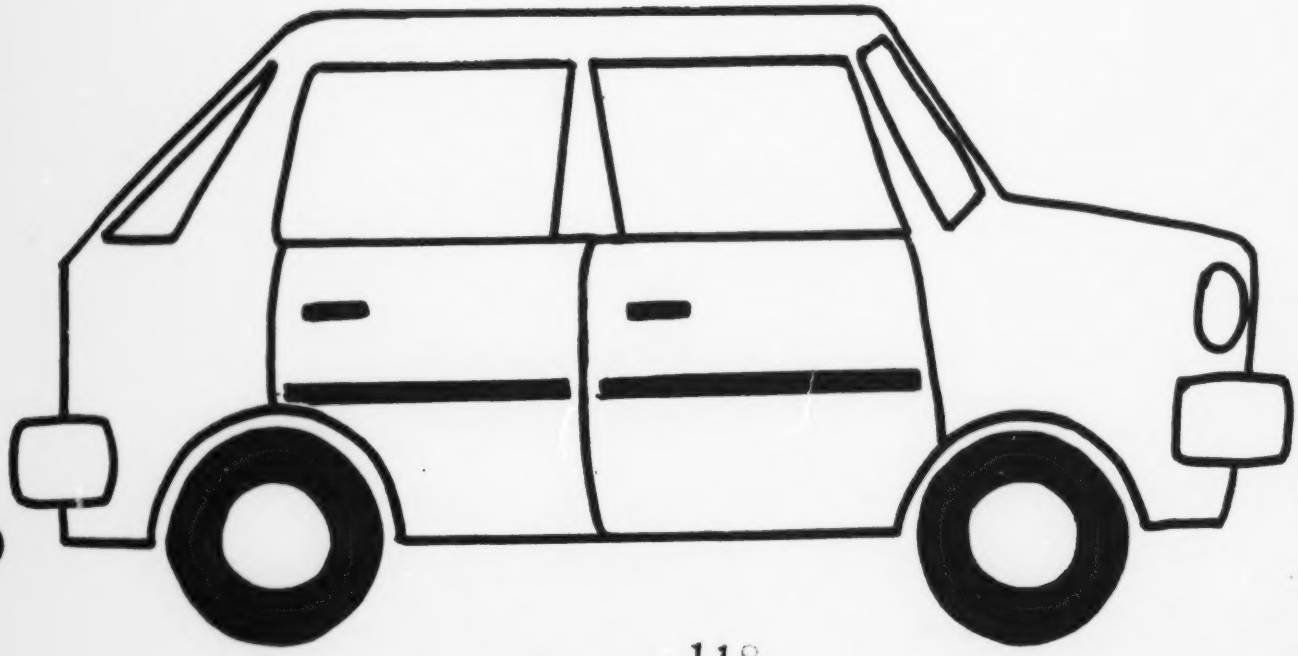




APPENDIX B

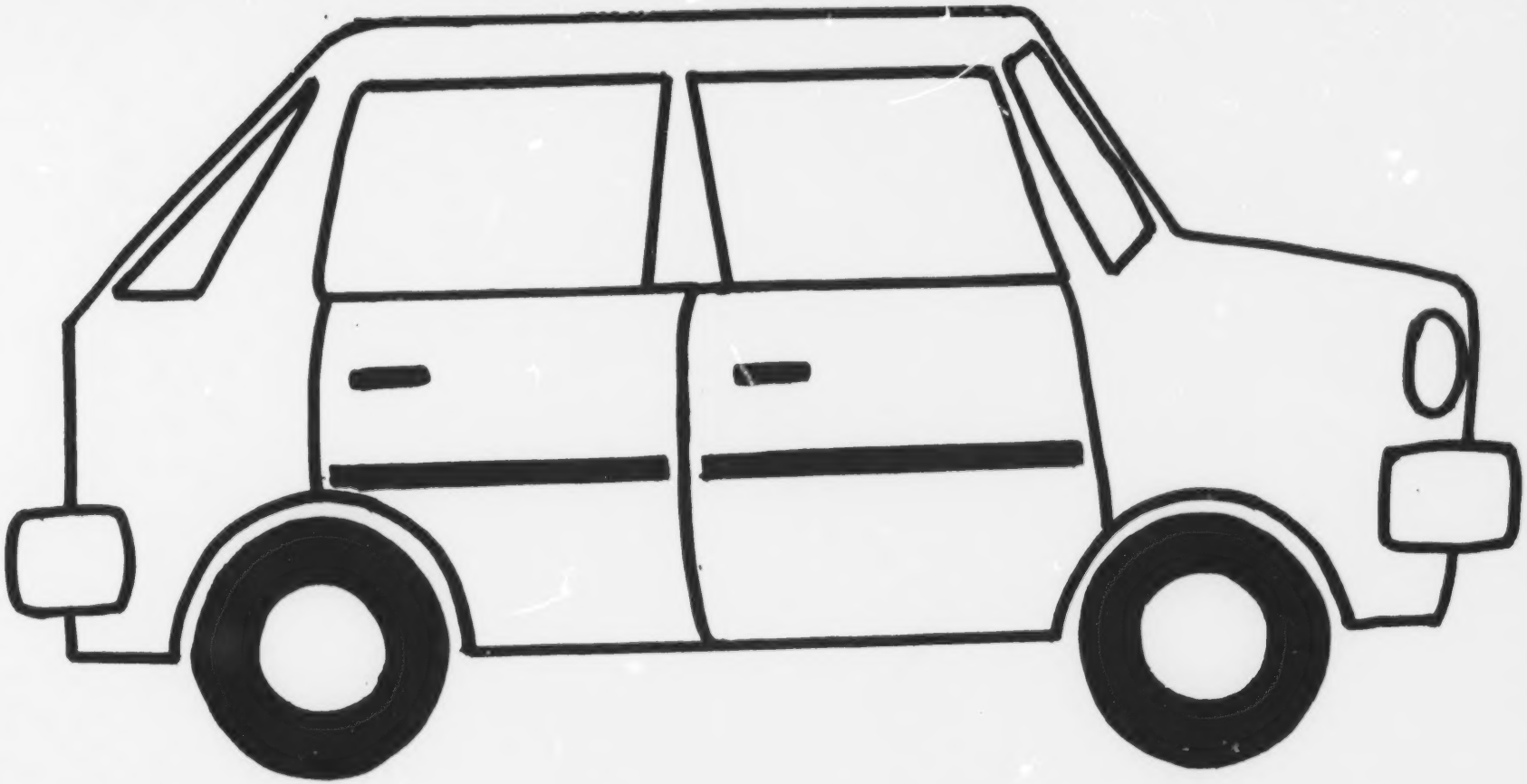
Visual Aids

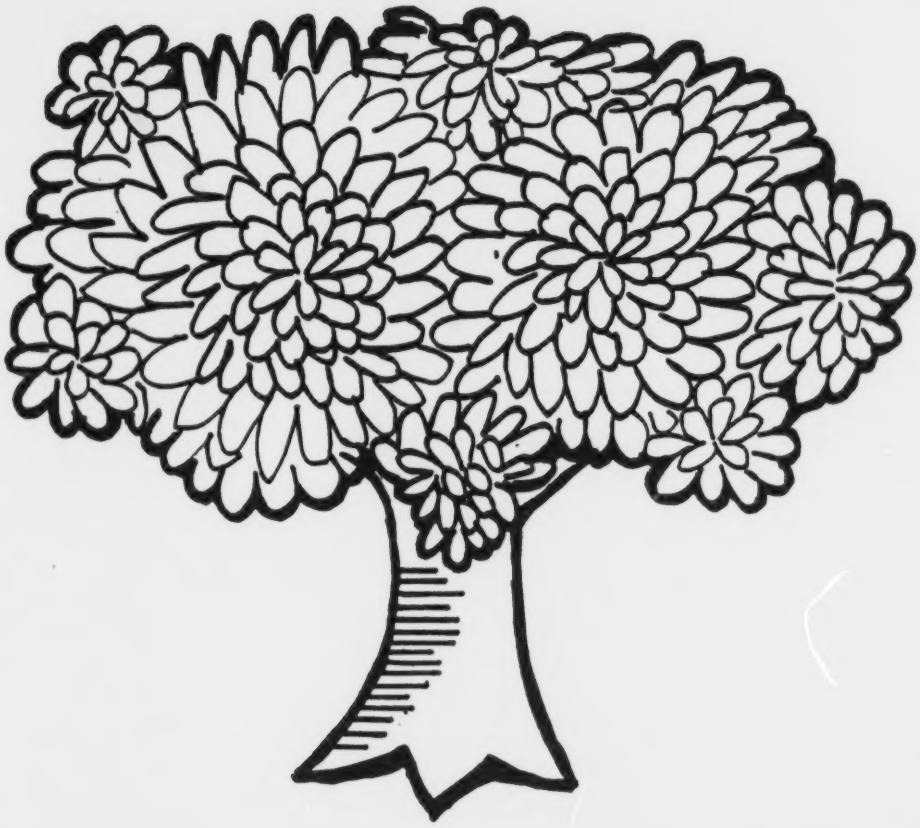
Alphabet (Large and Small Size)

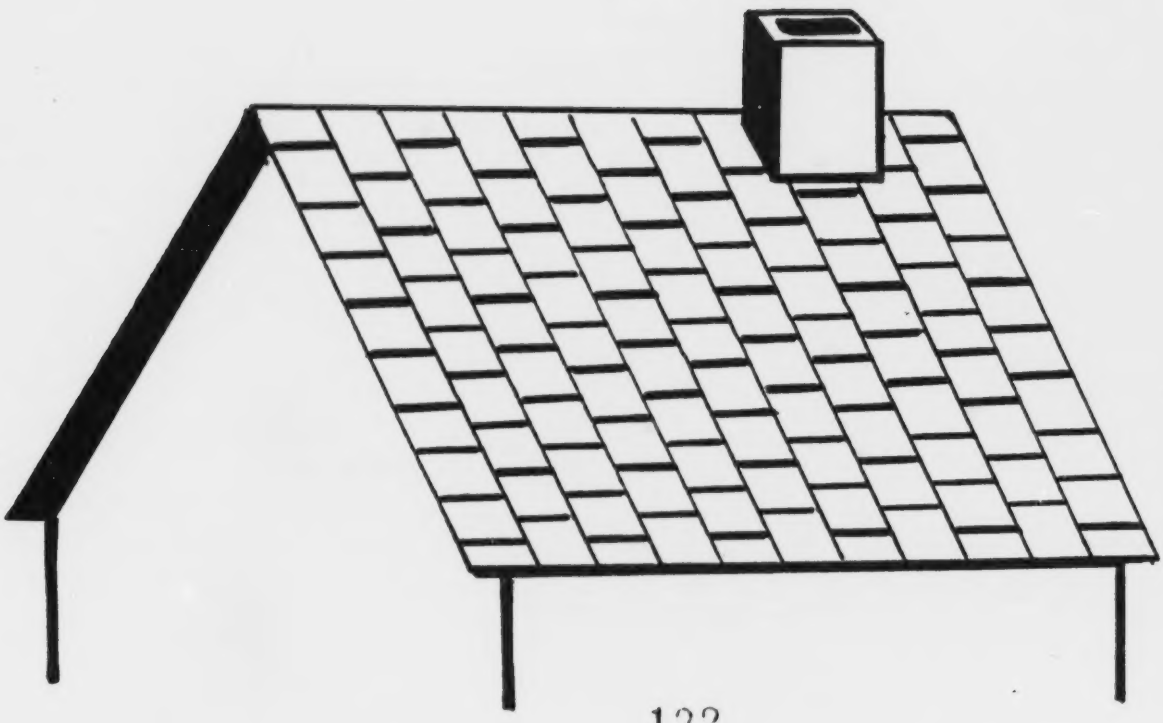
(See Page 5 for List of Words)



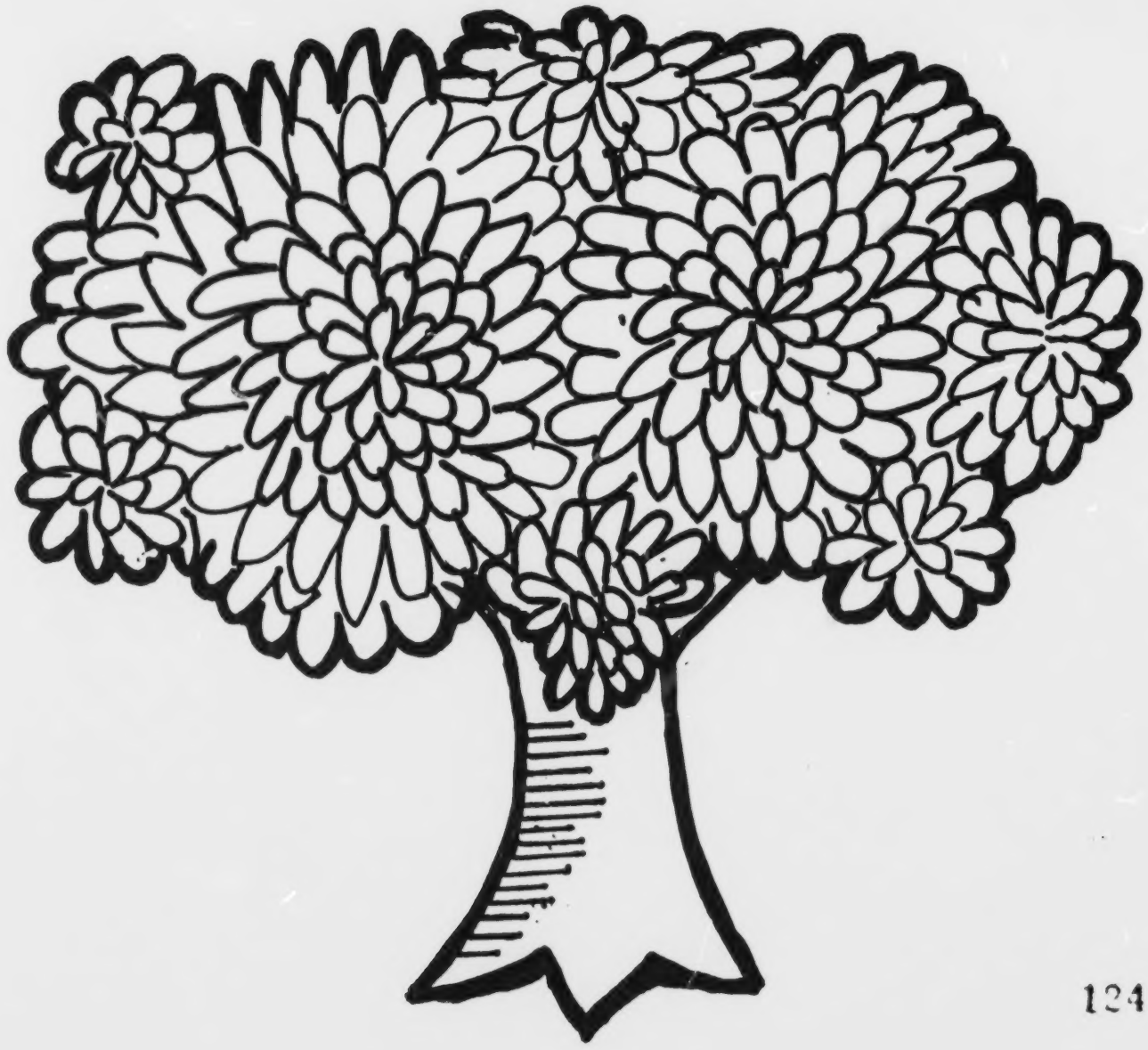
MPS- 131B







MPS- 132A



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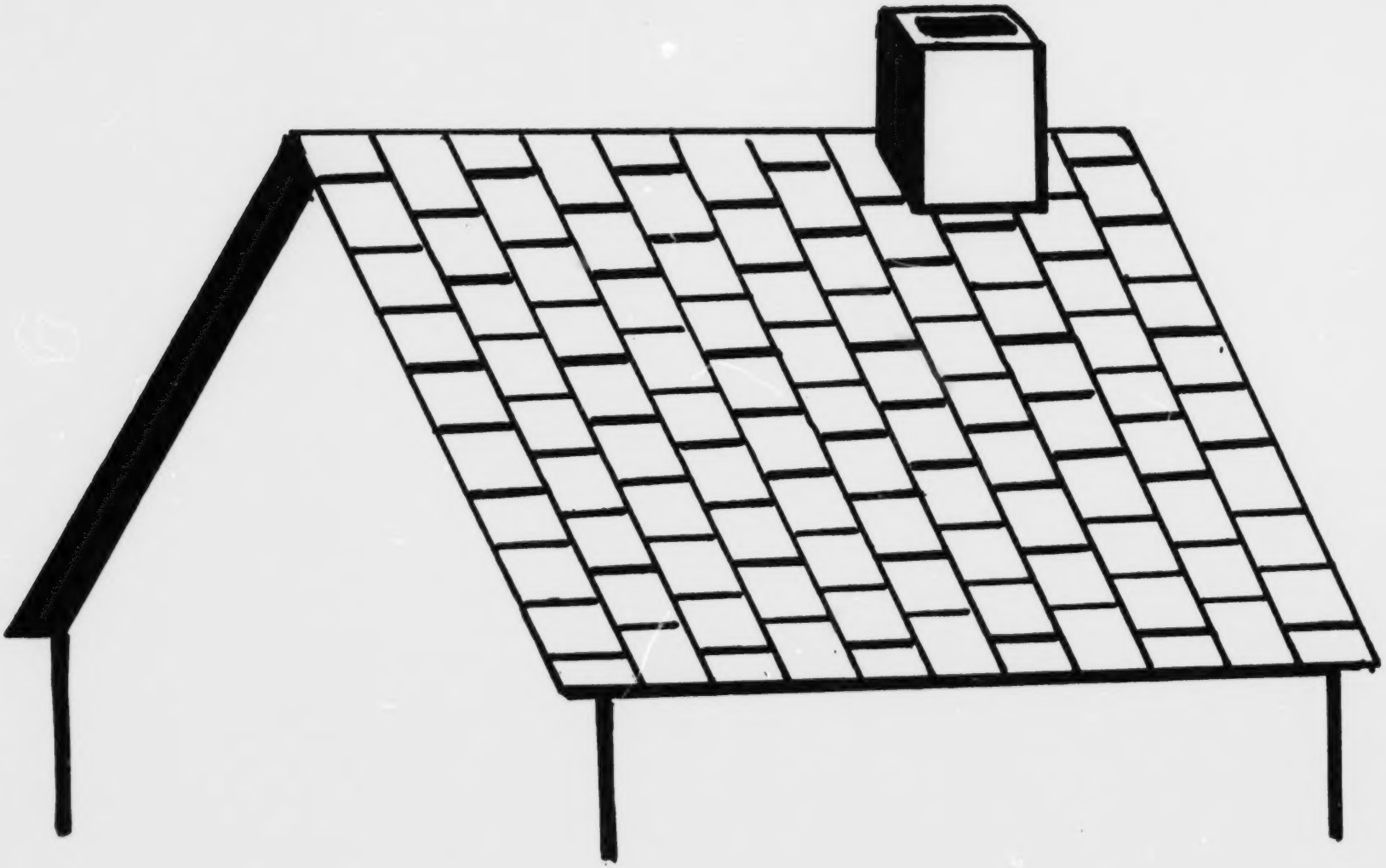
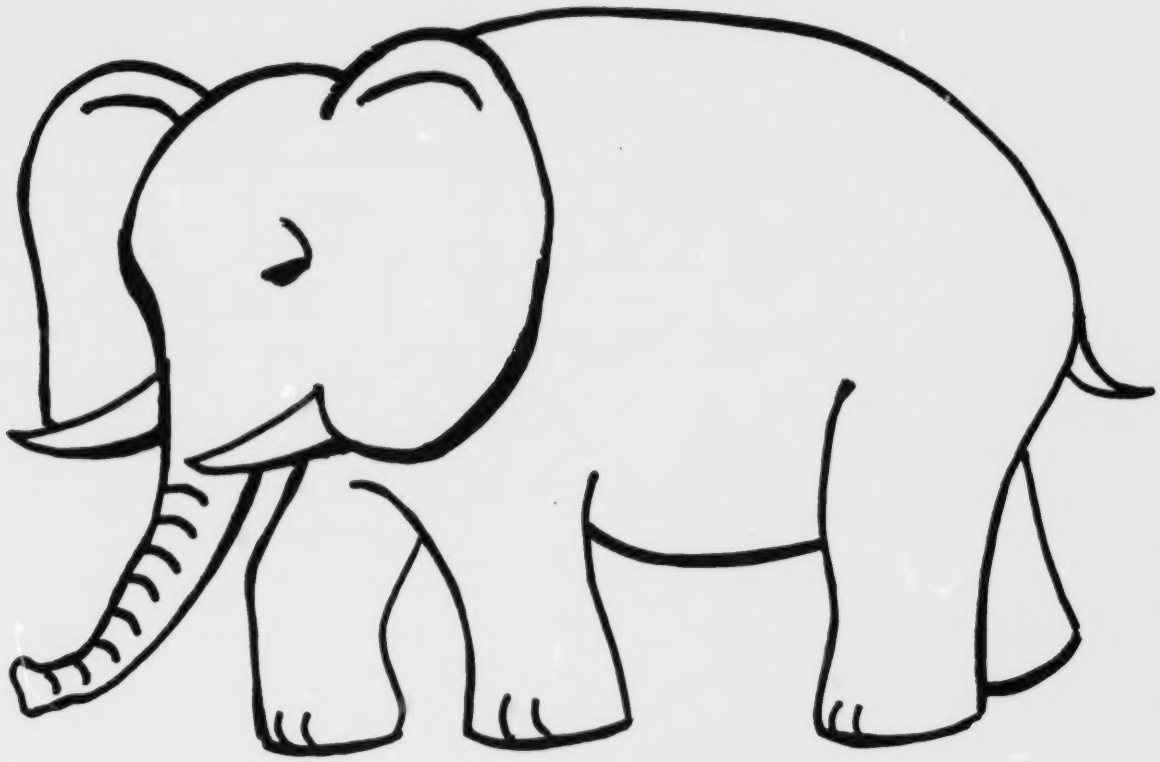
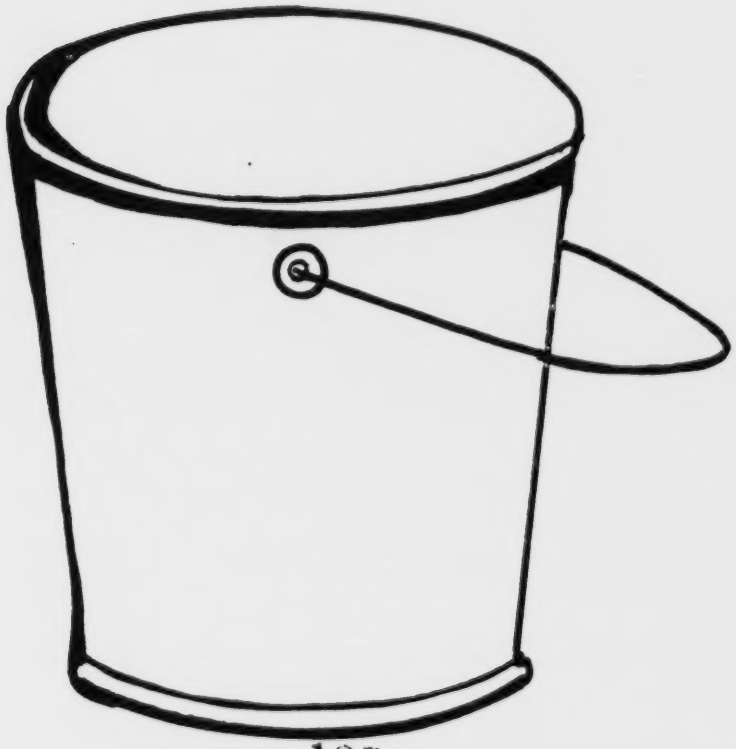
MPS- 132B







MPS- 133A

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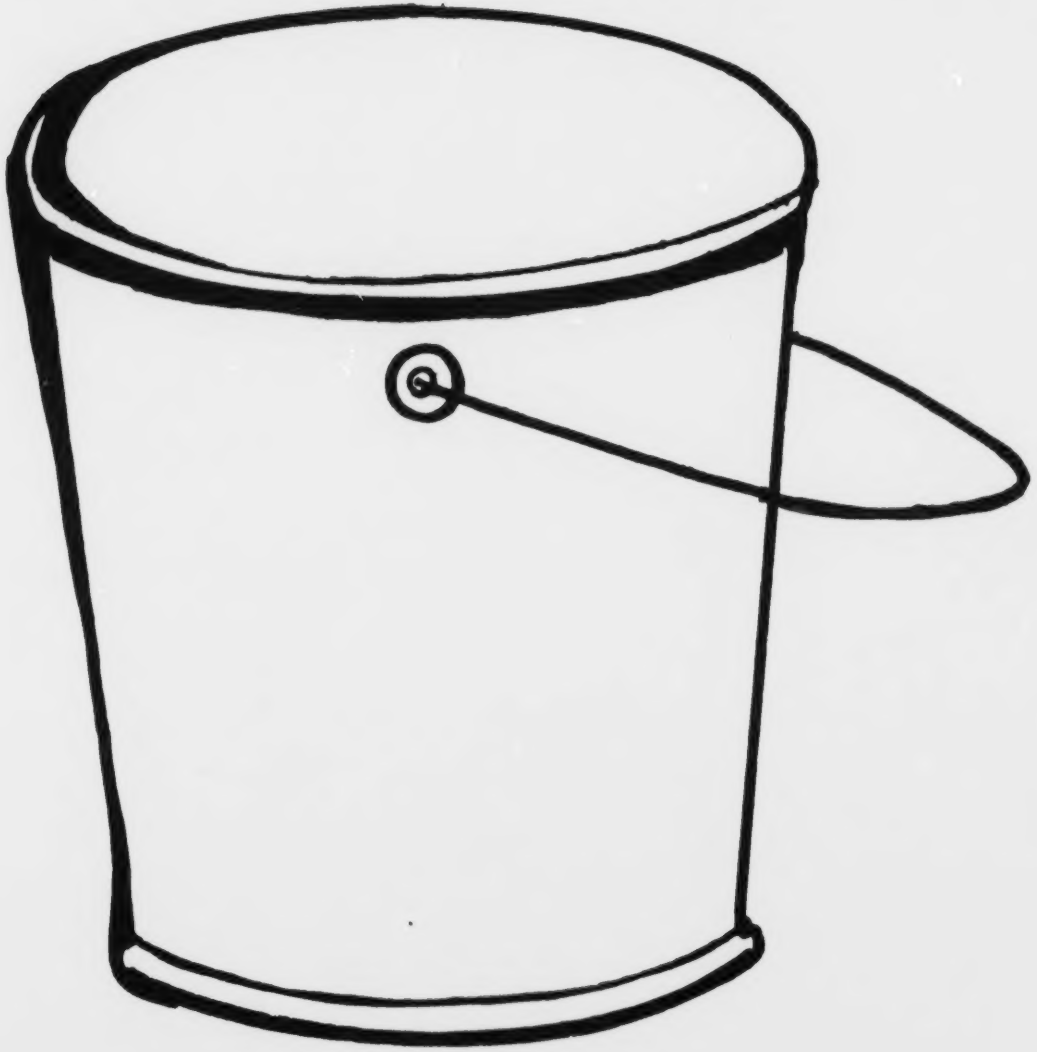
MPS- 133B



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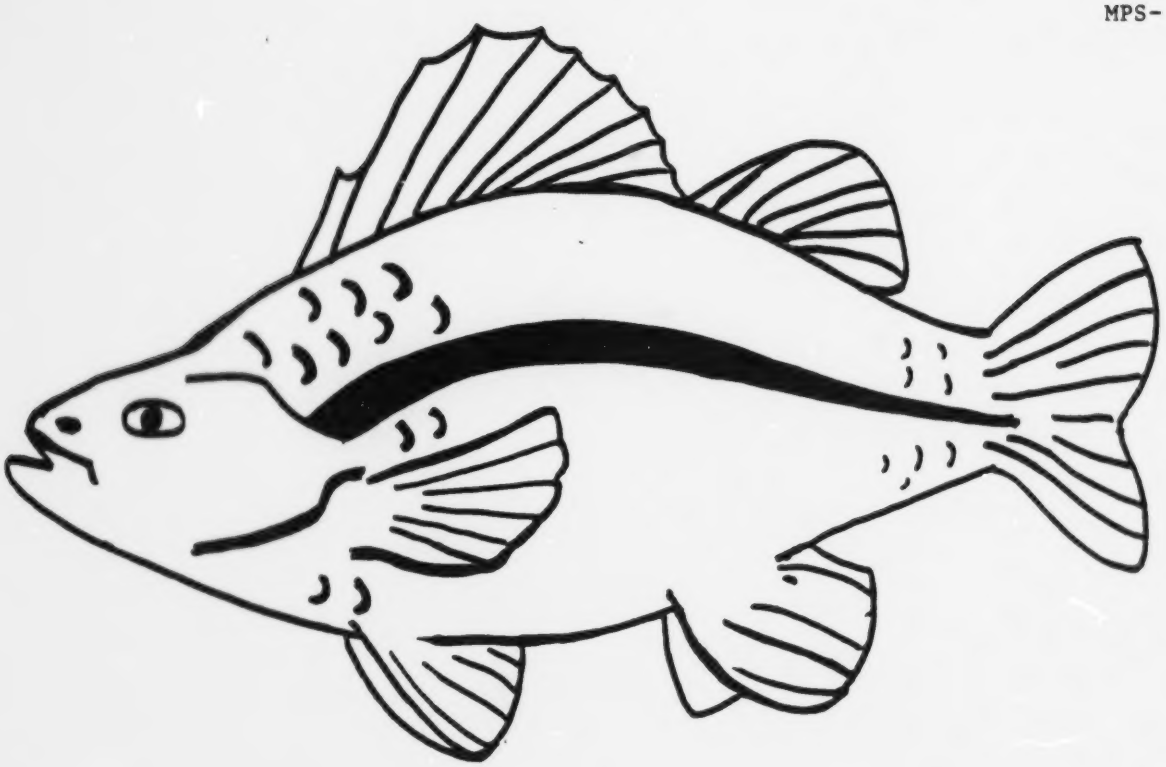

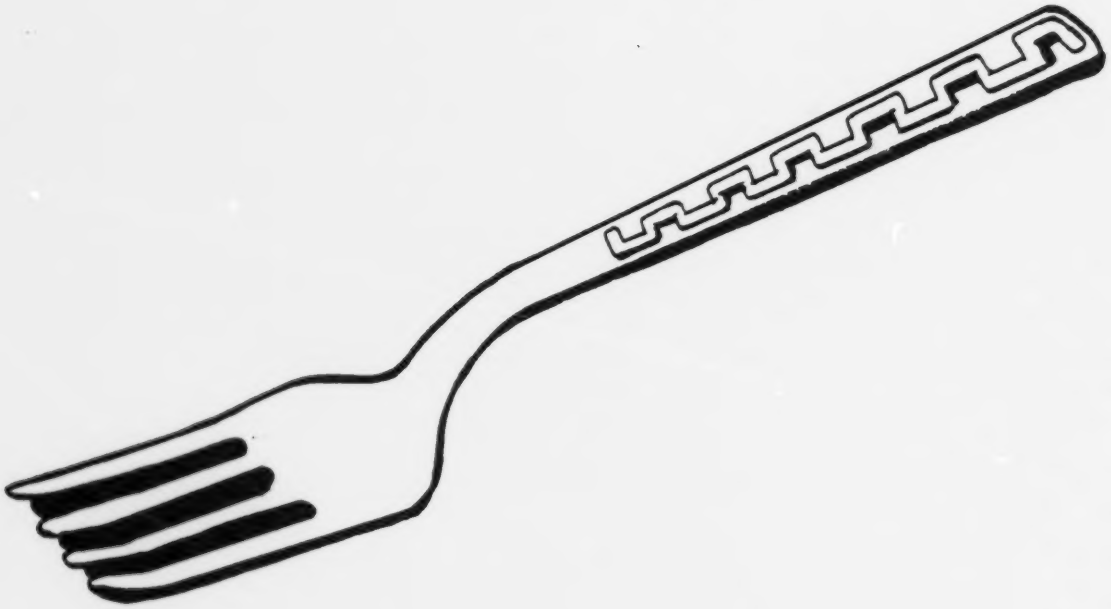

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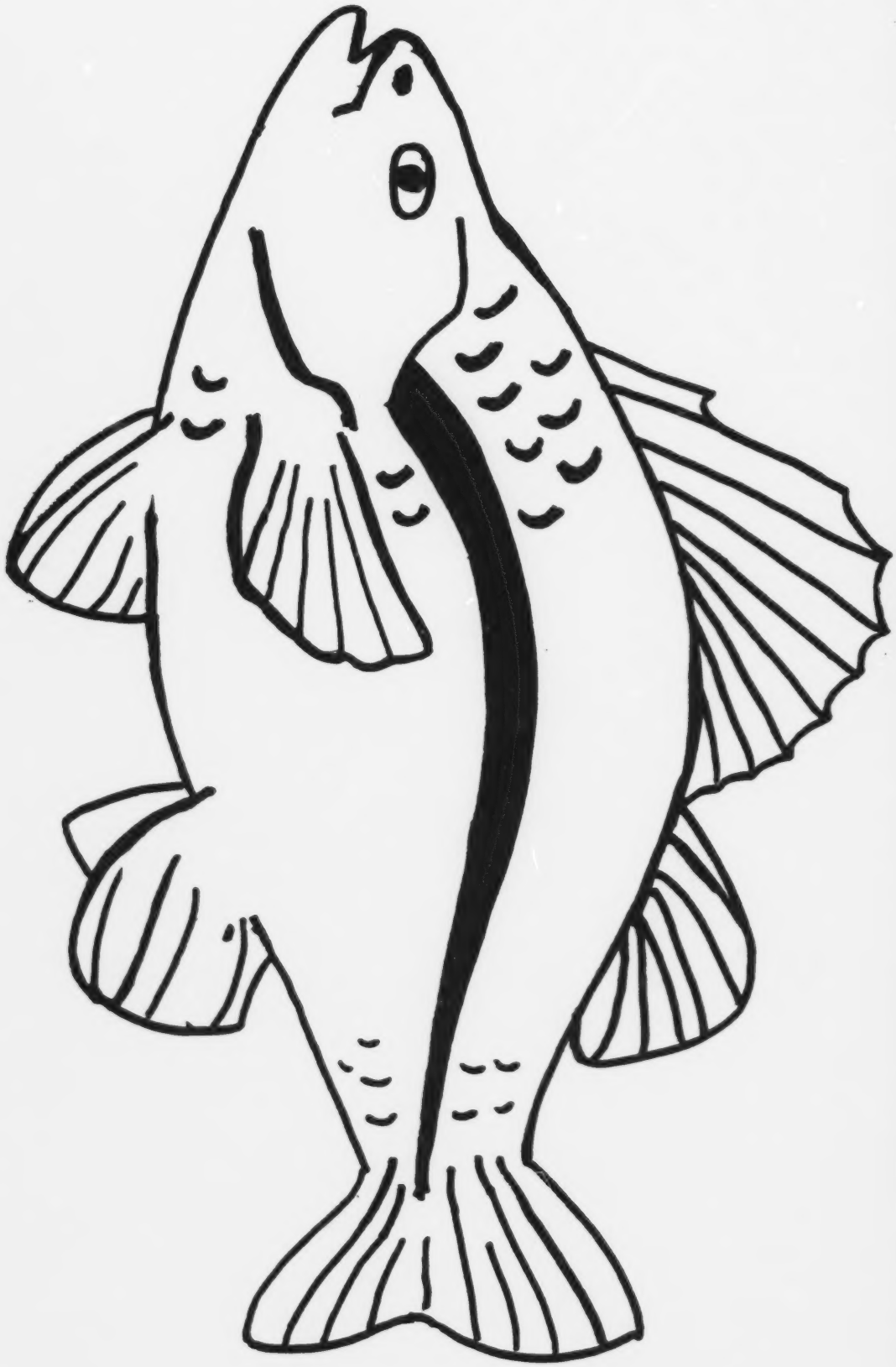

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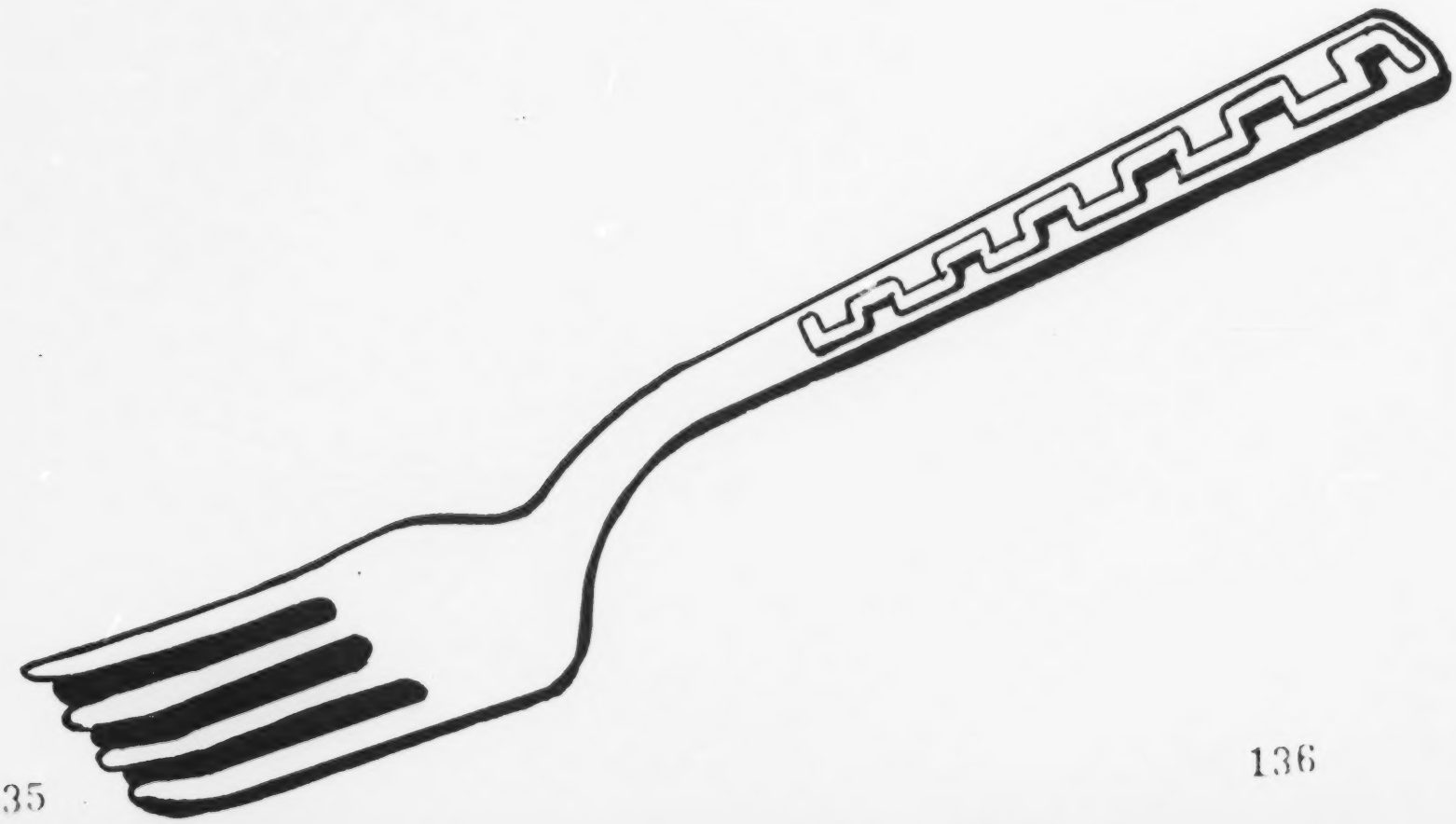

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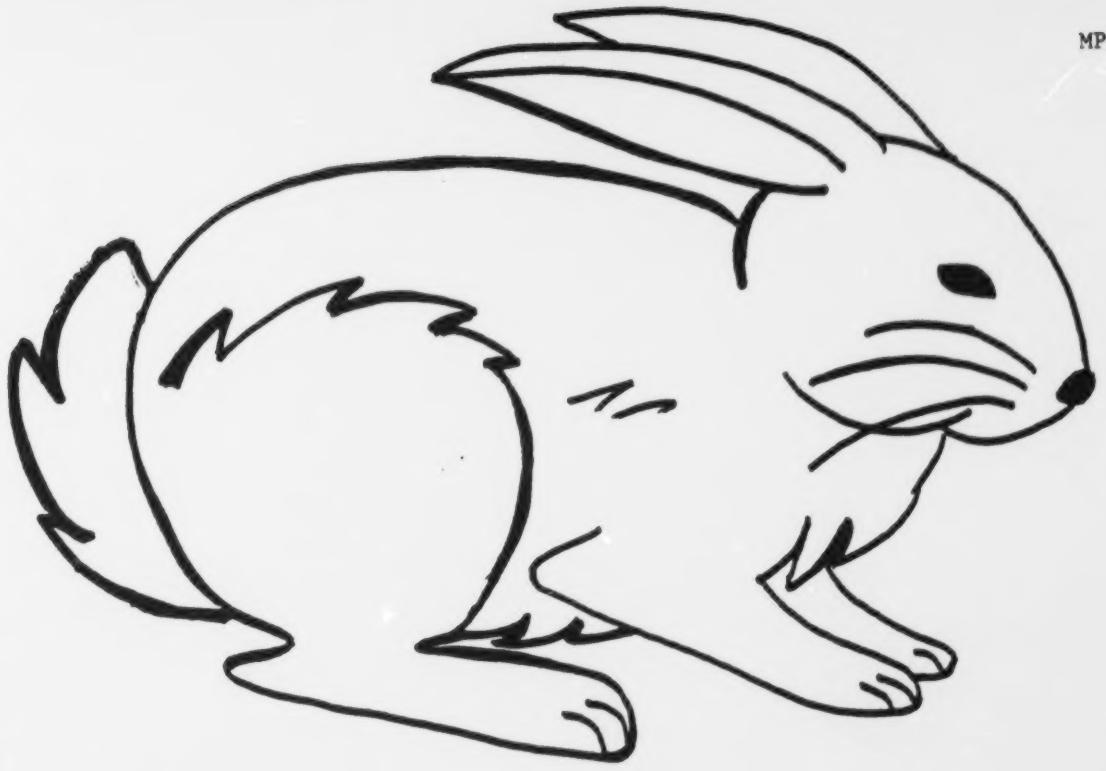
MPS- 134B



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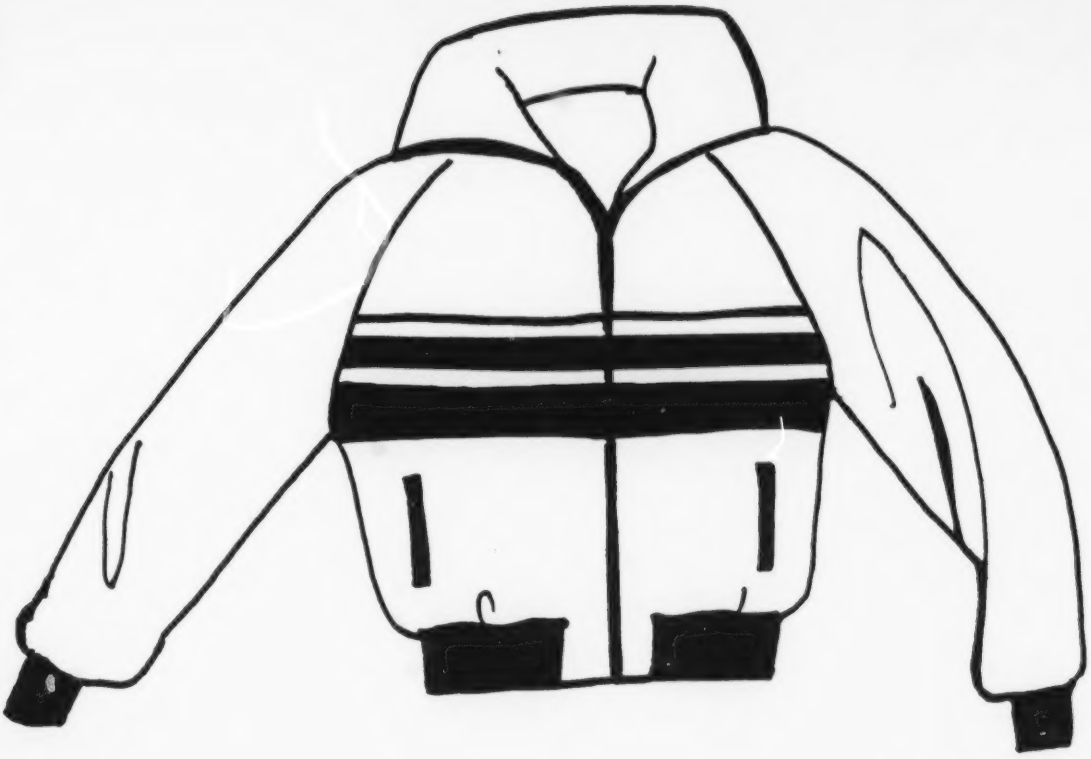

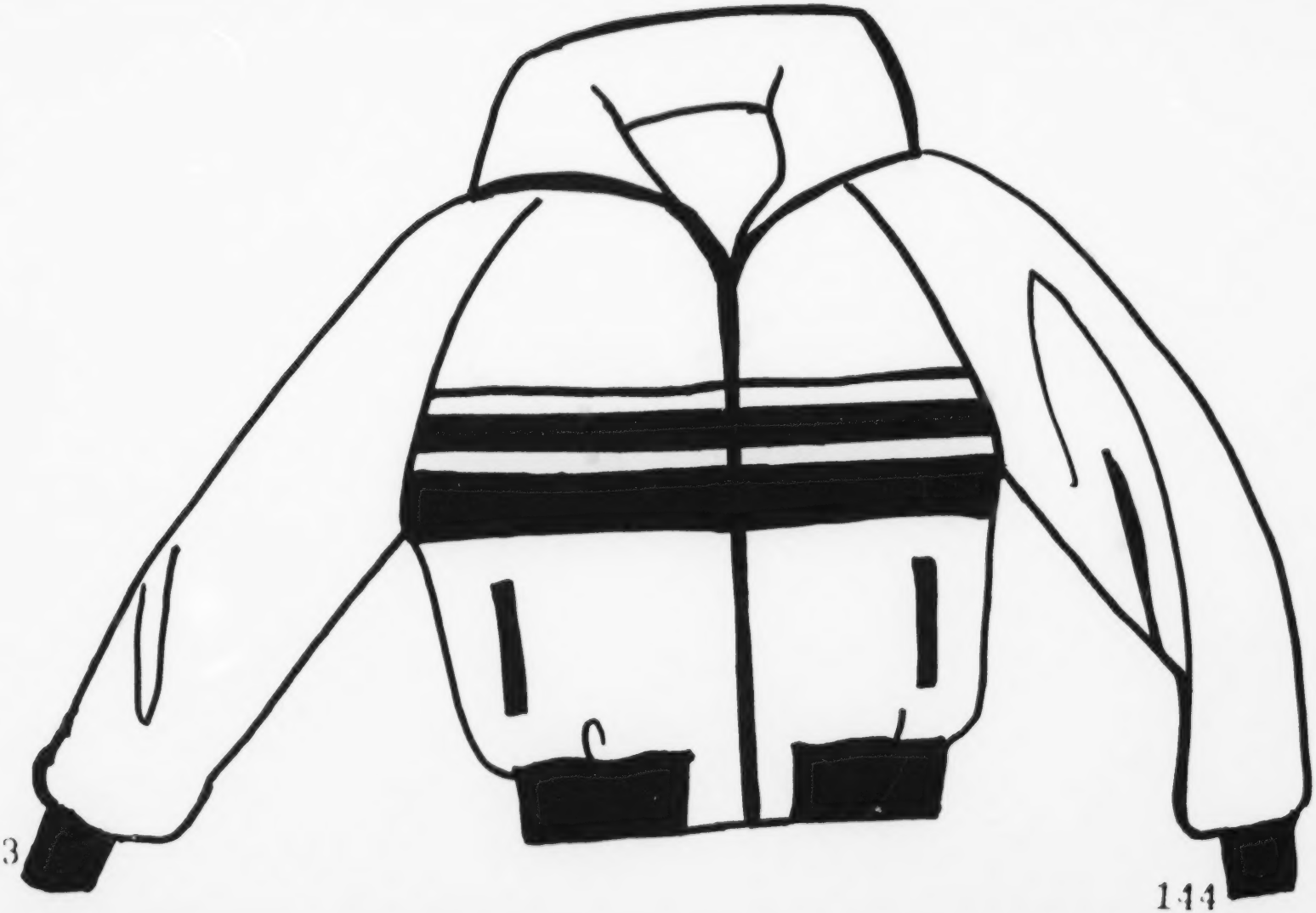

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MPS- 136A

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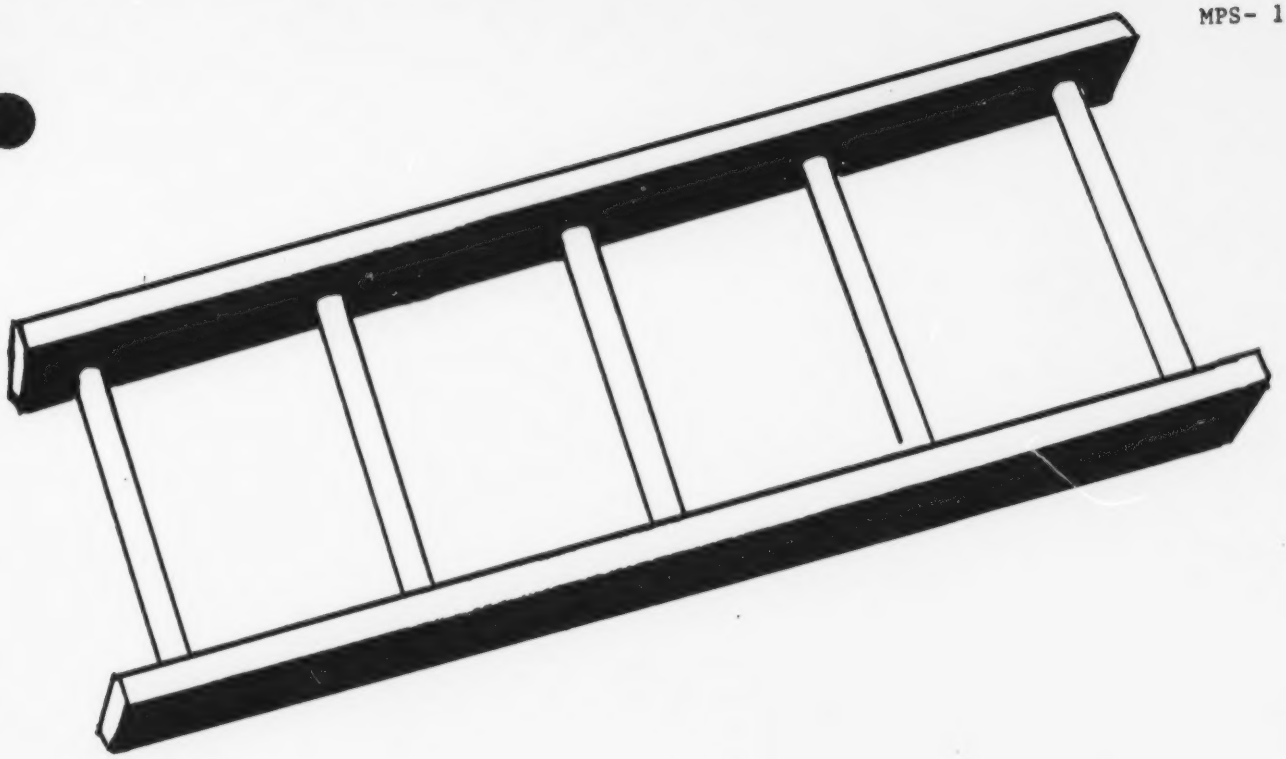
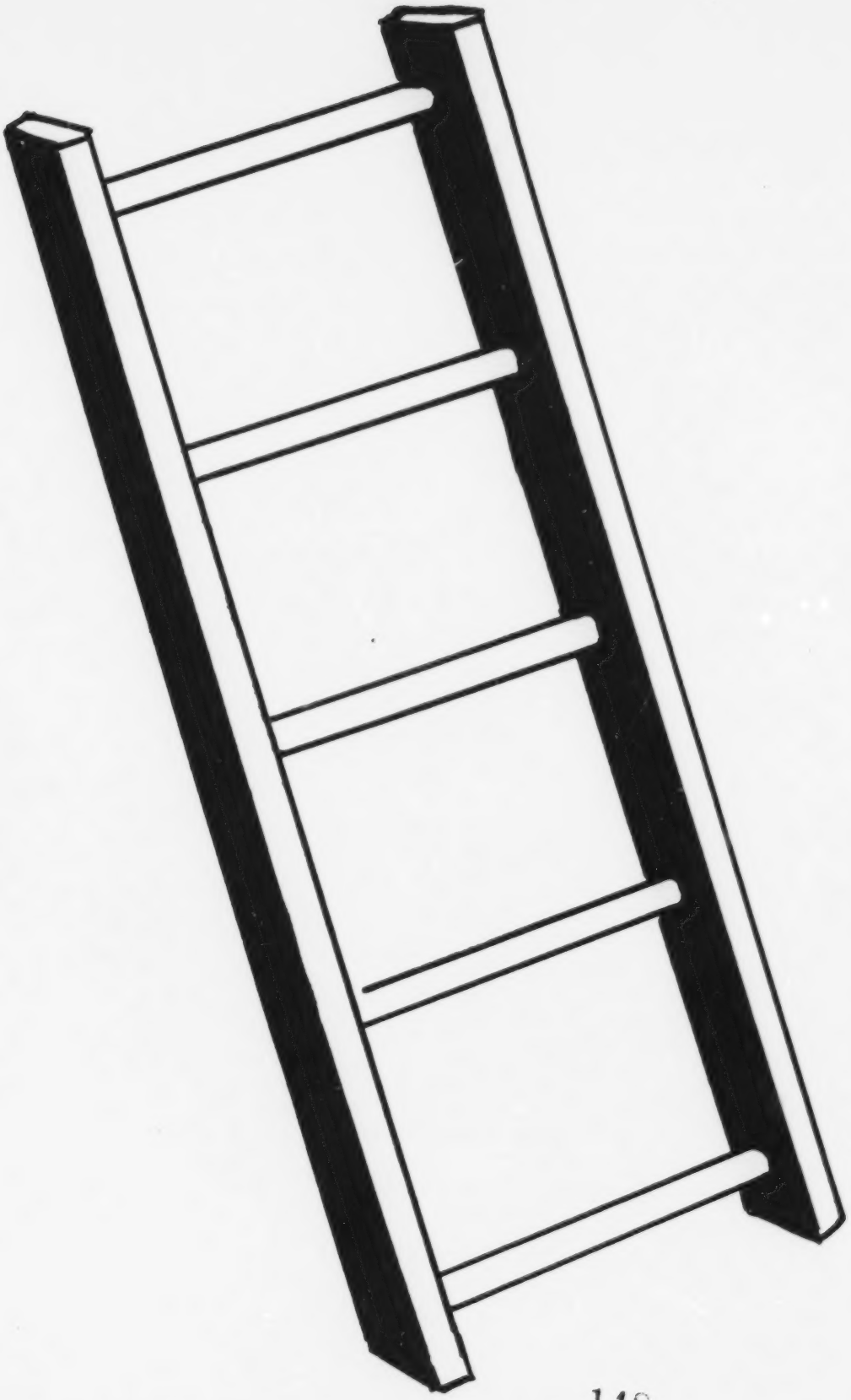
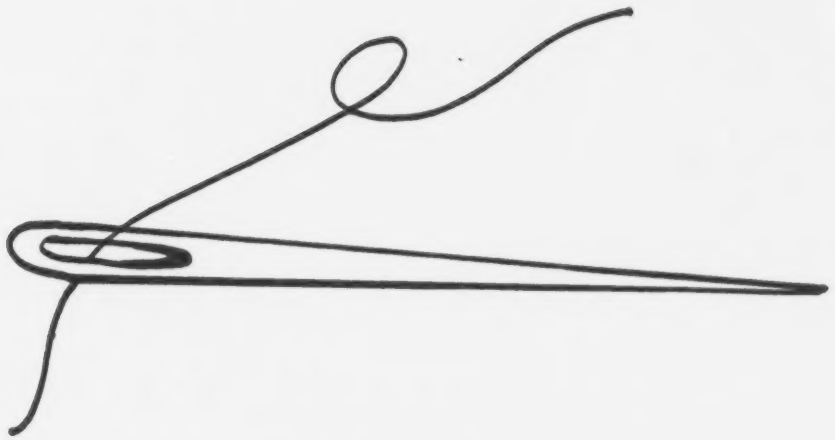
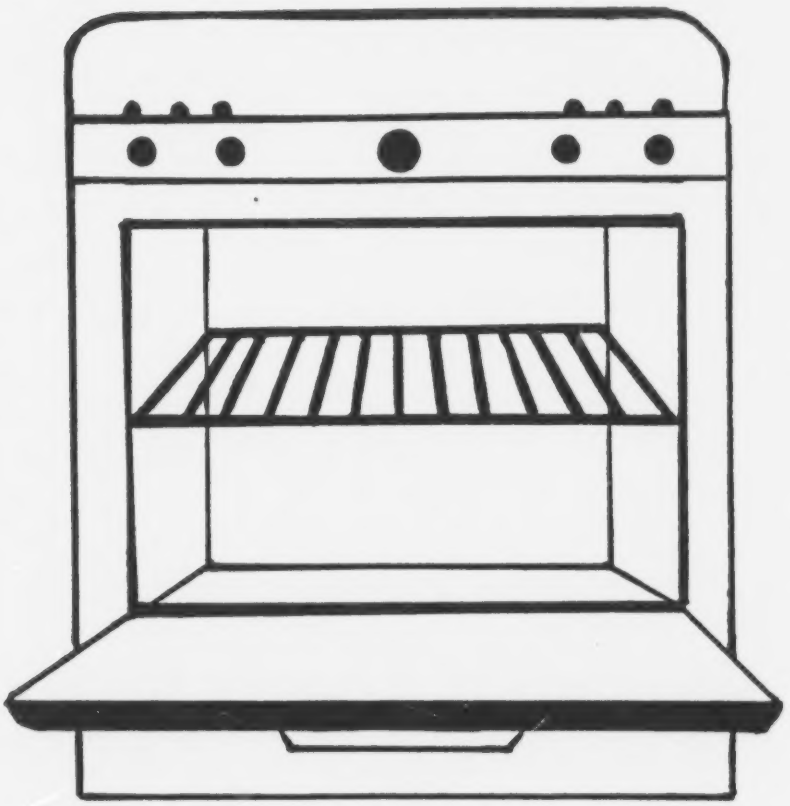
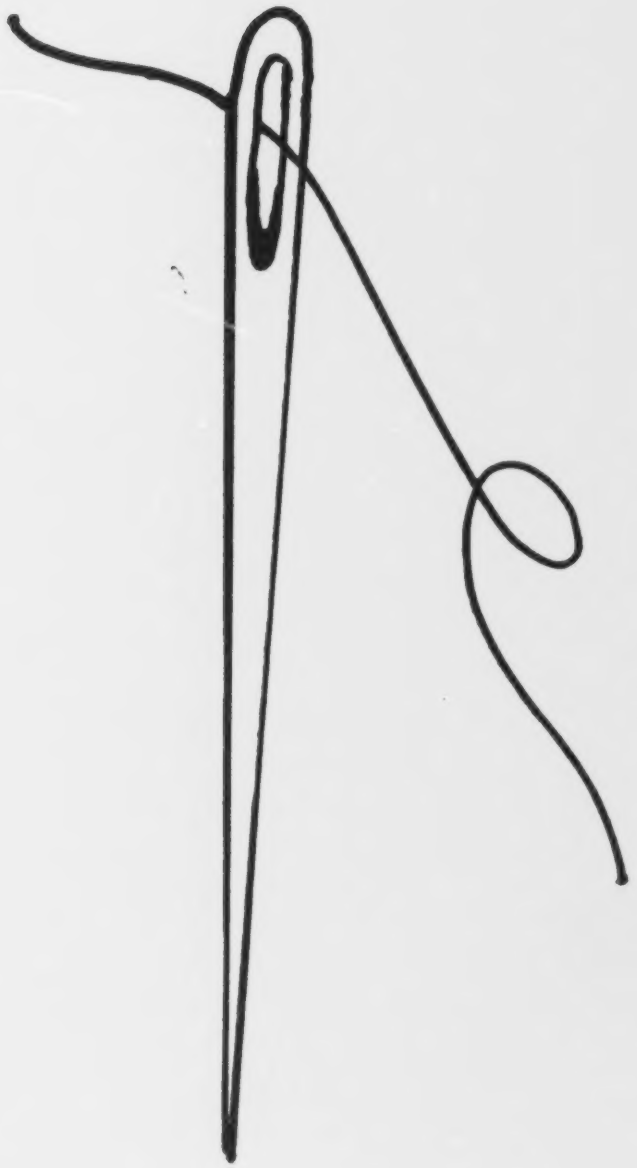
MPS - 136B

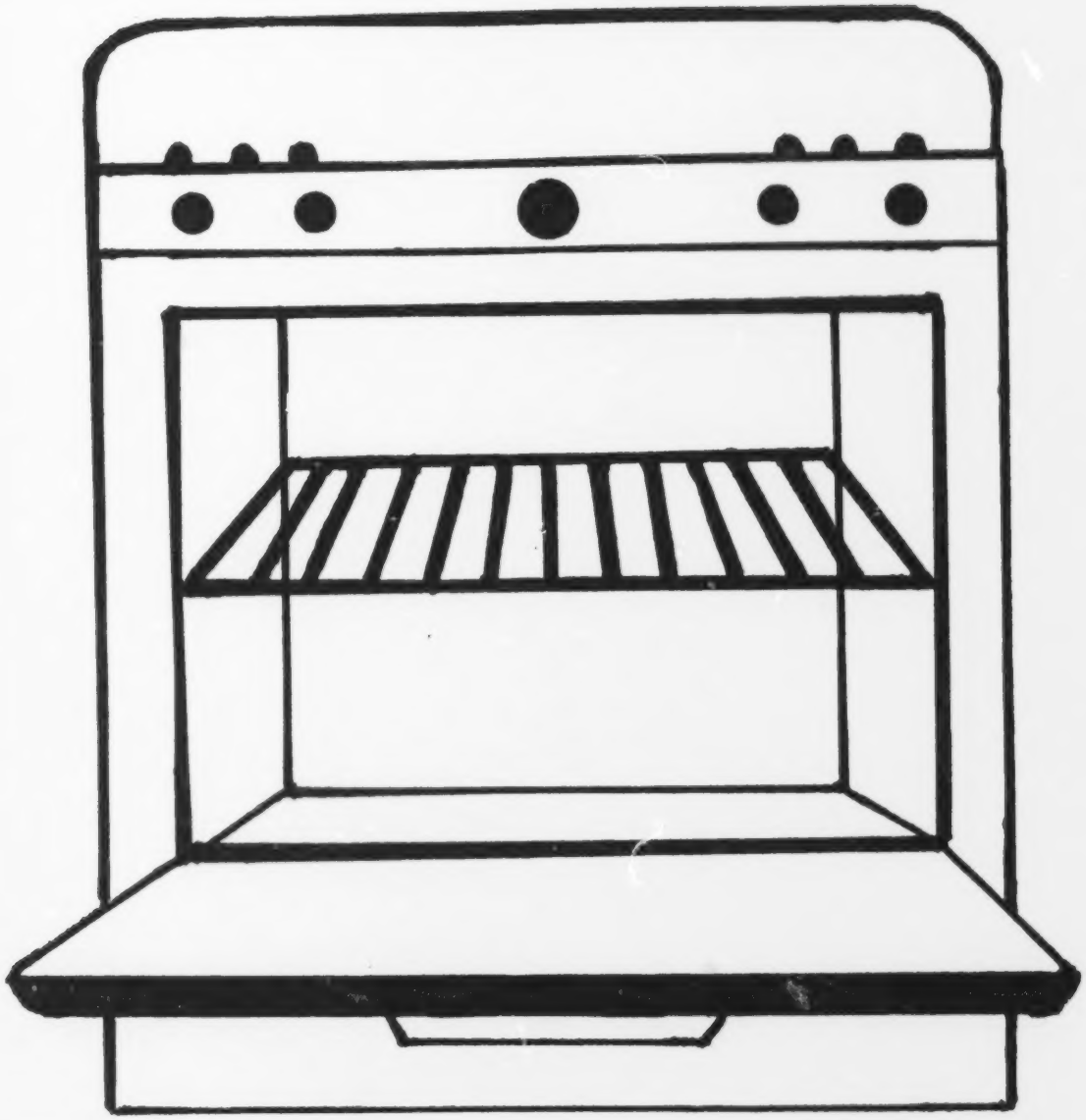


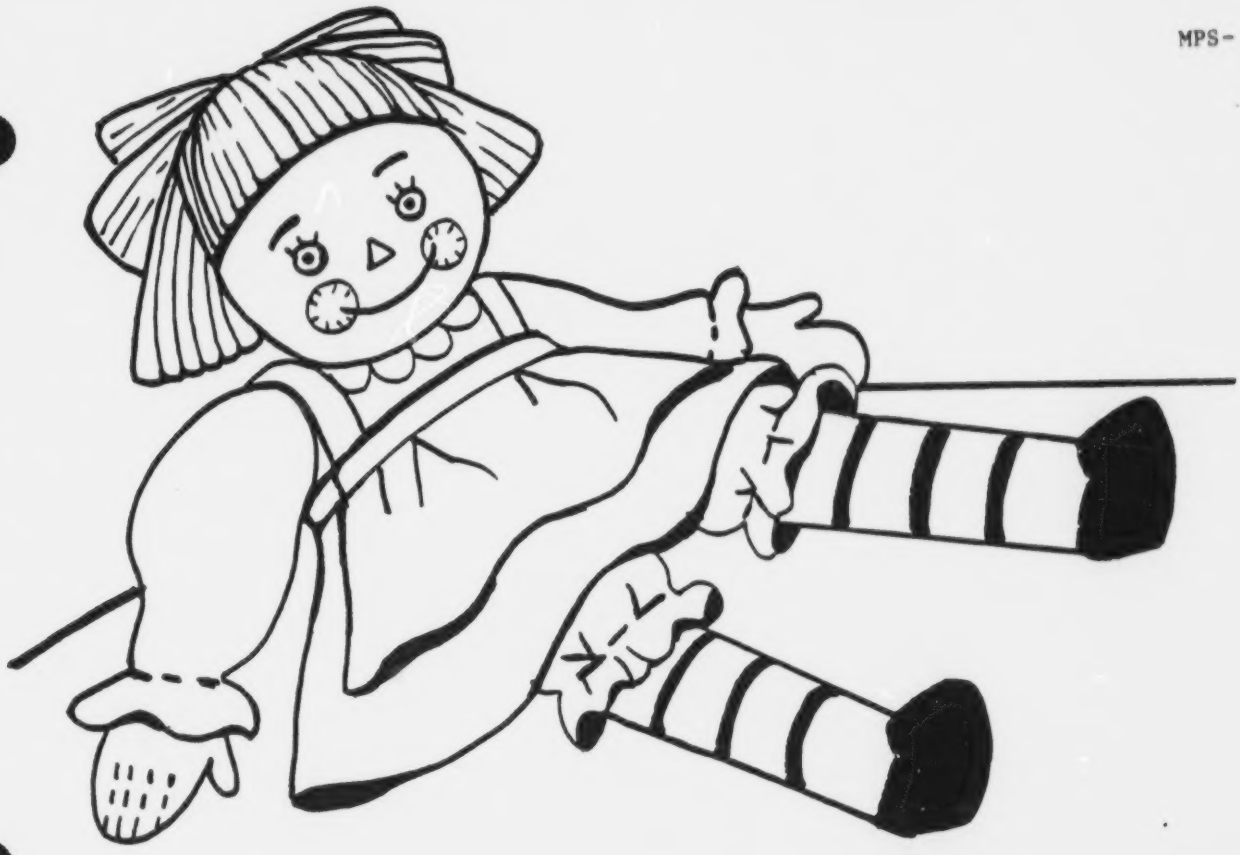


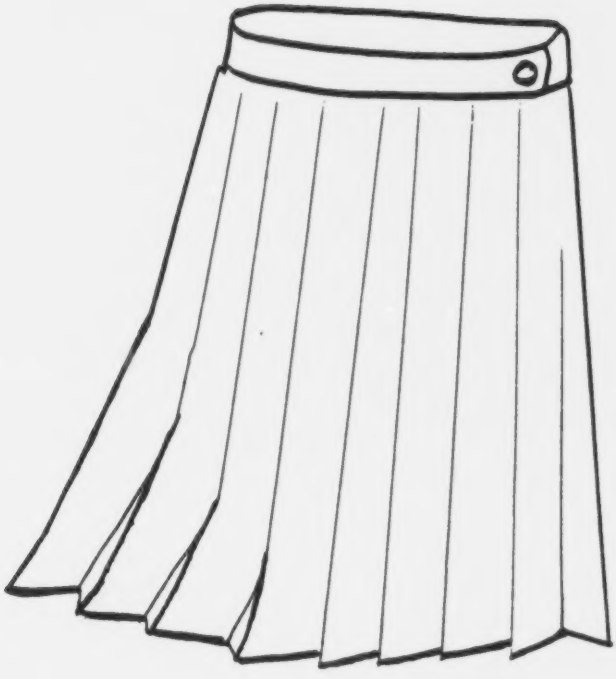












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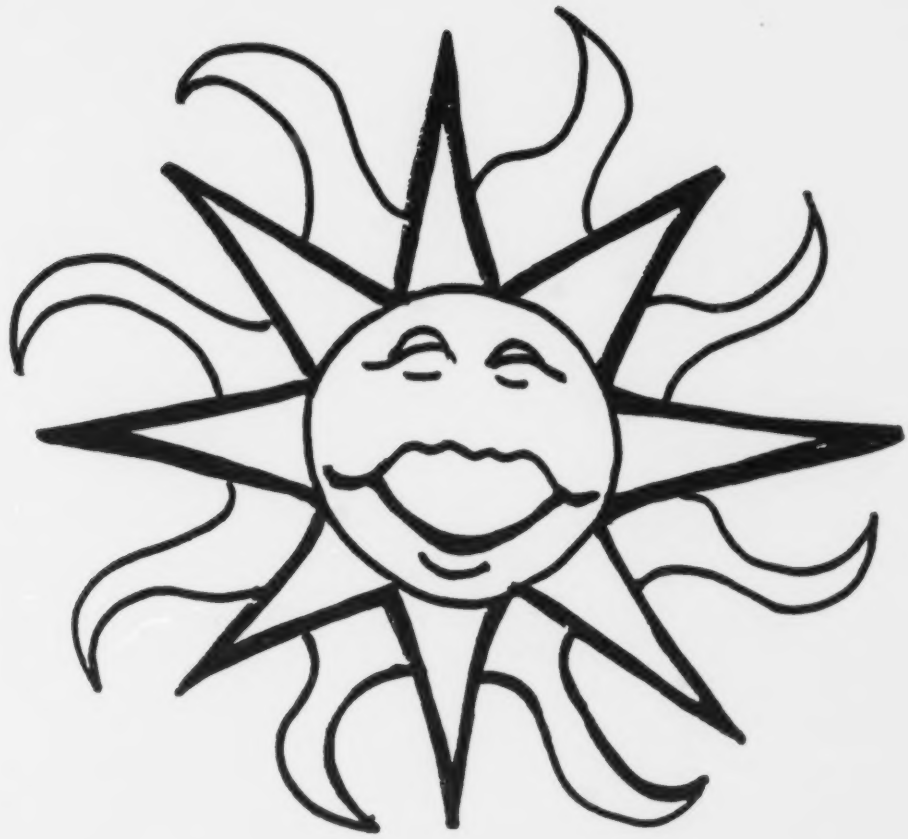

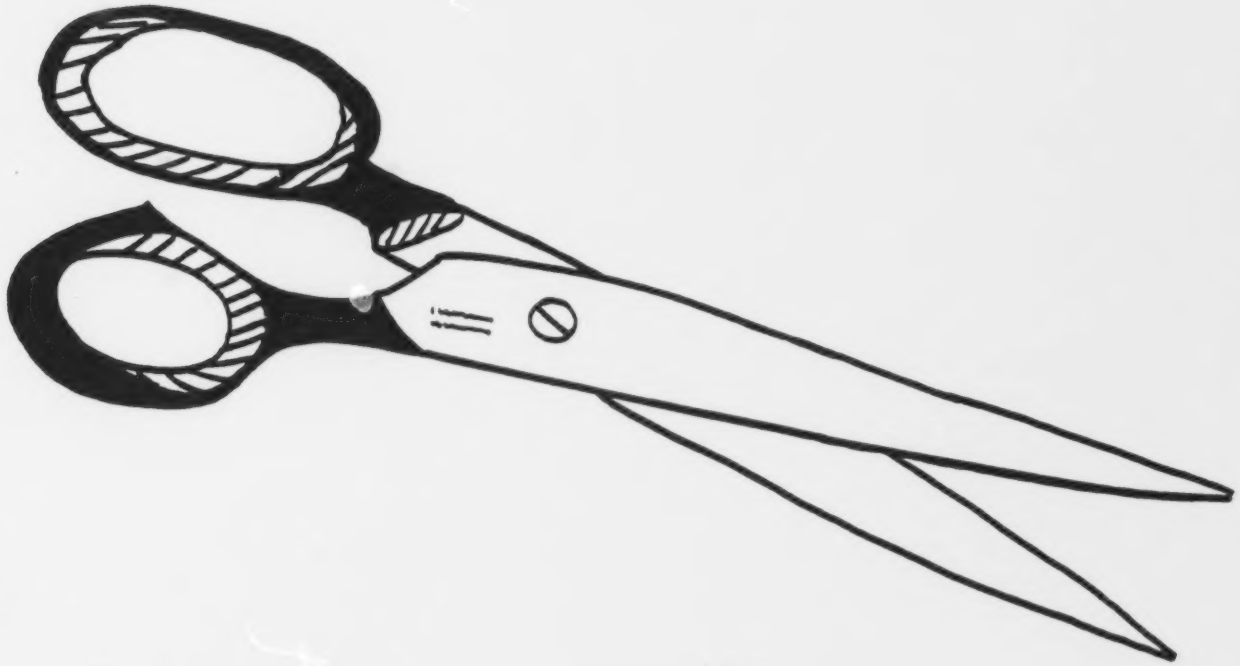

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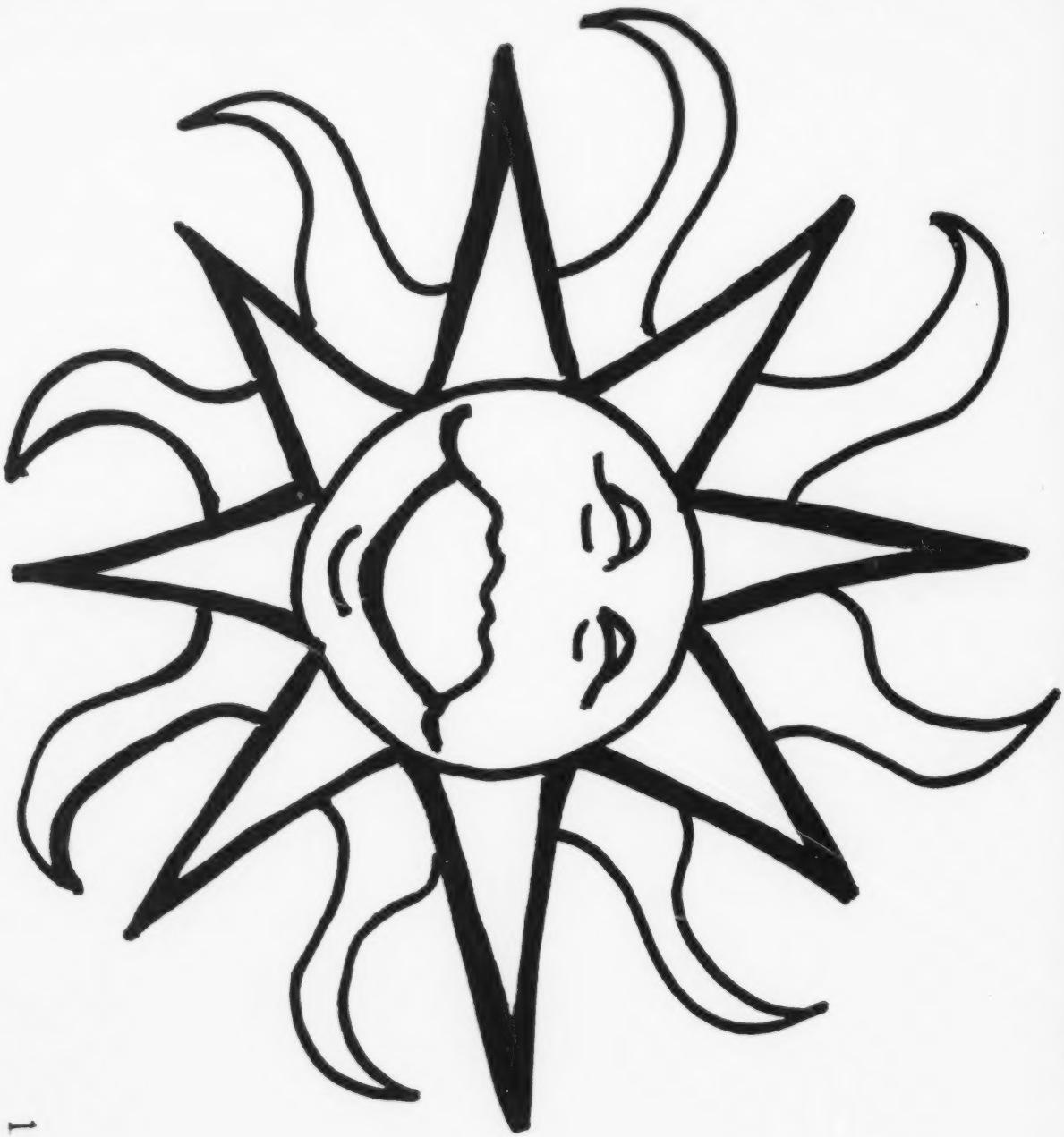

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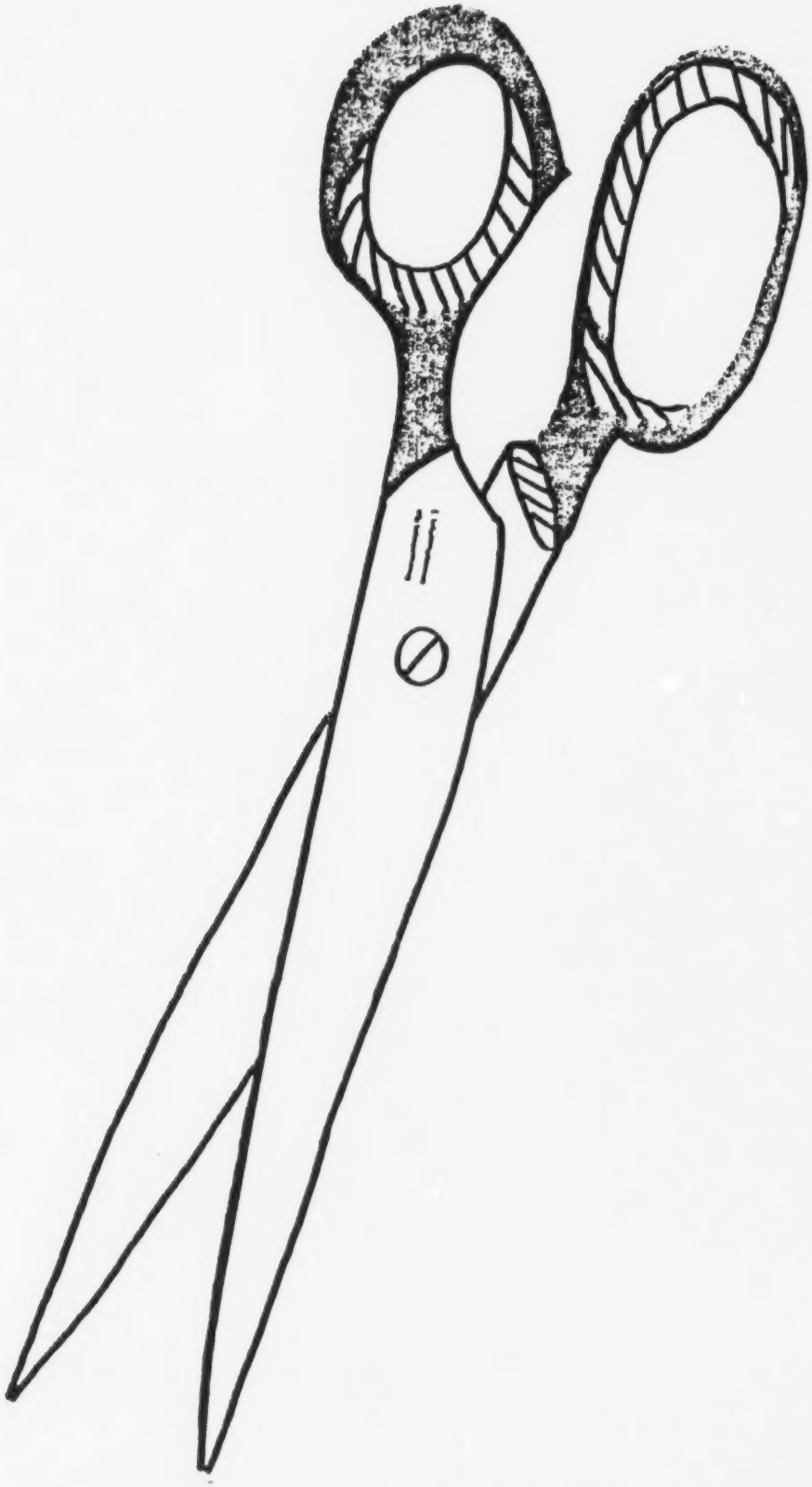

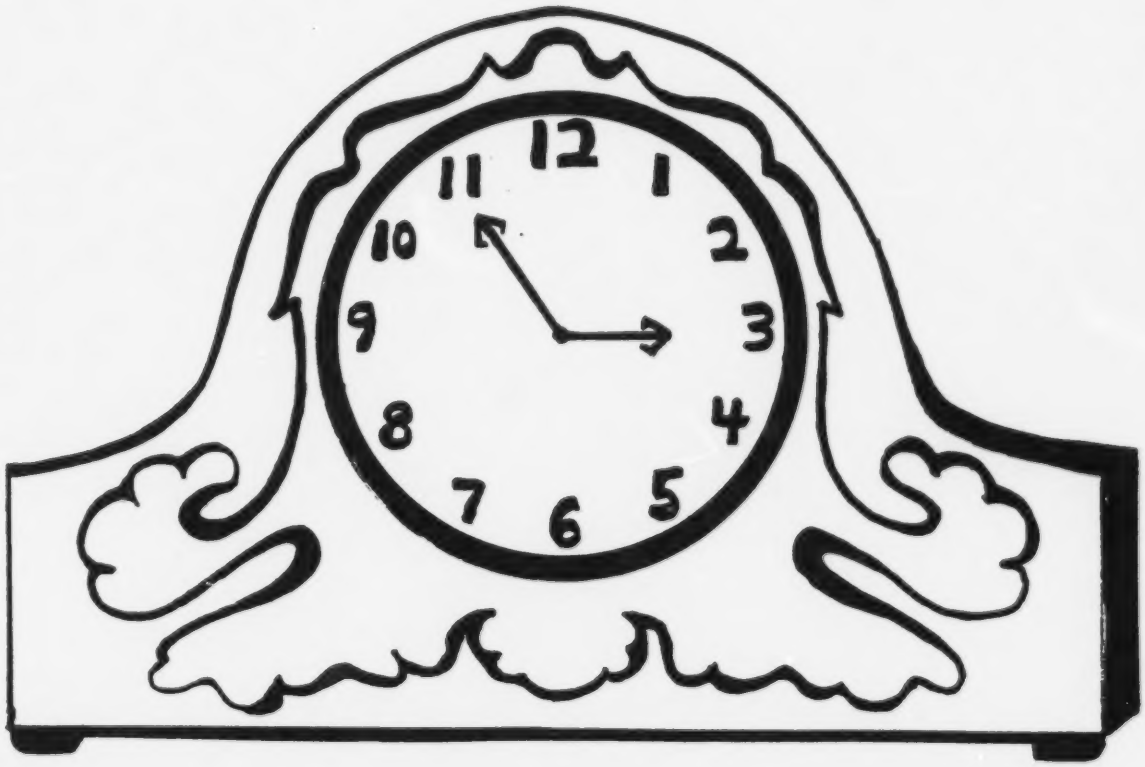
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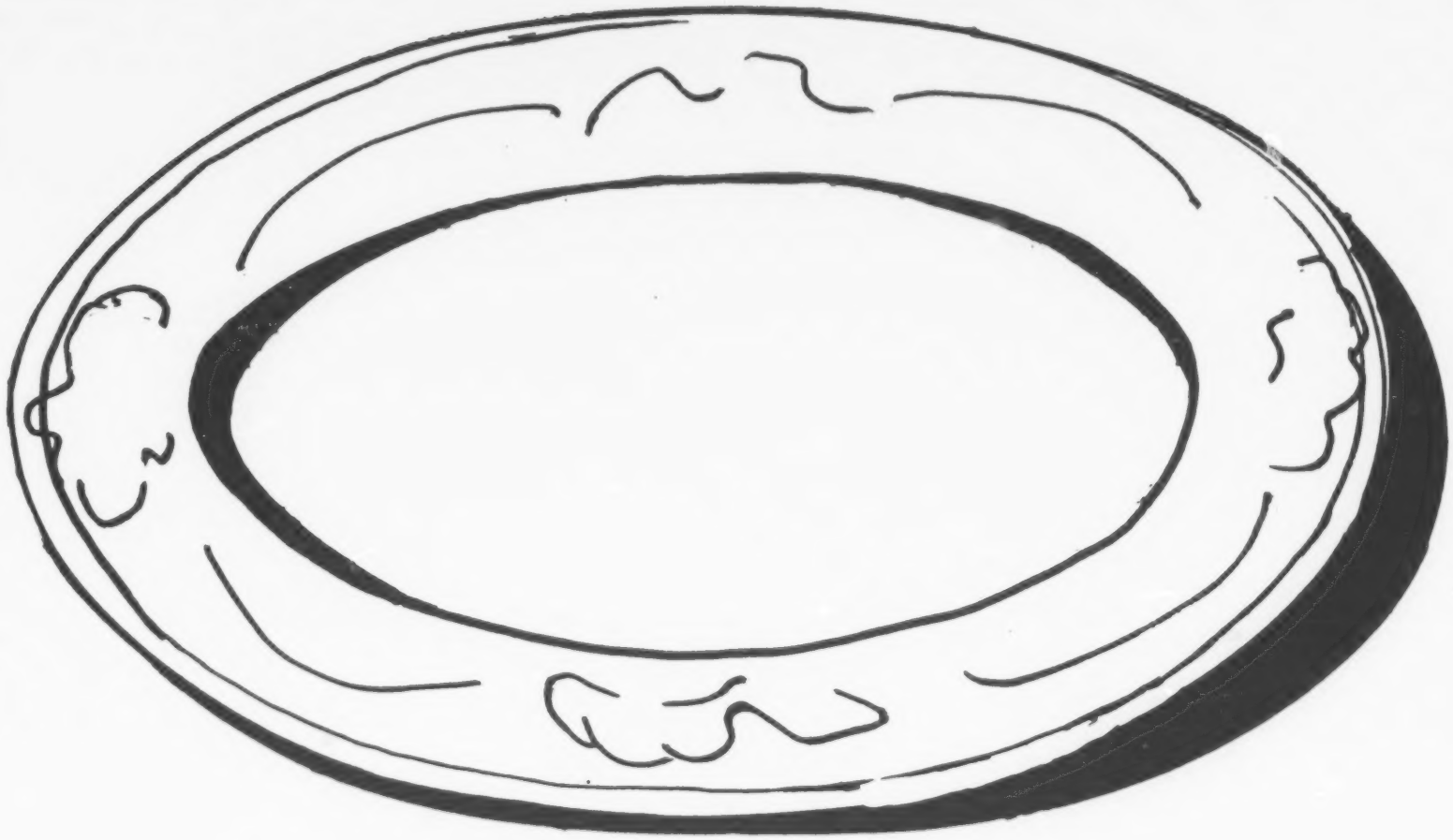
MPS- 141A



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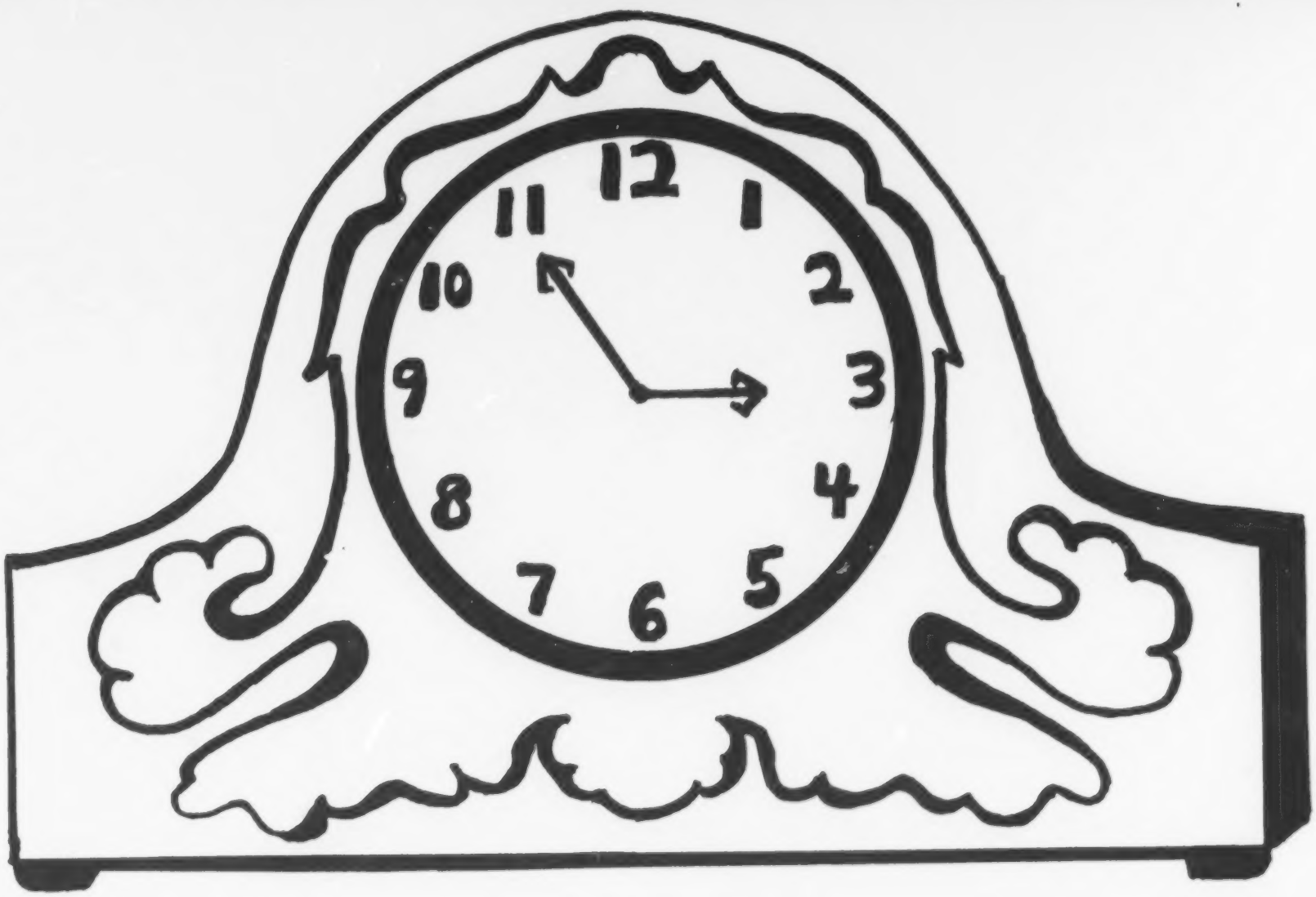
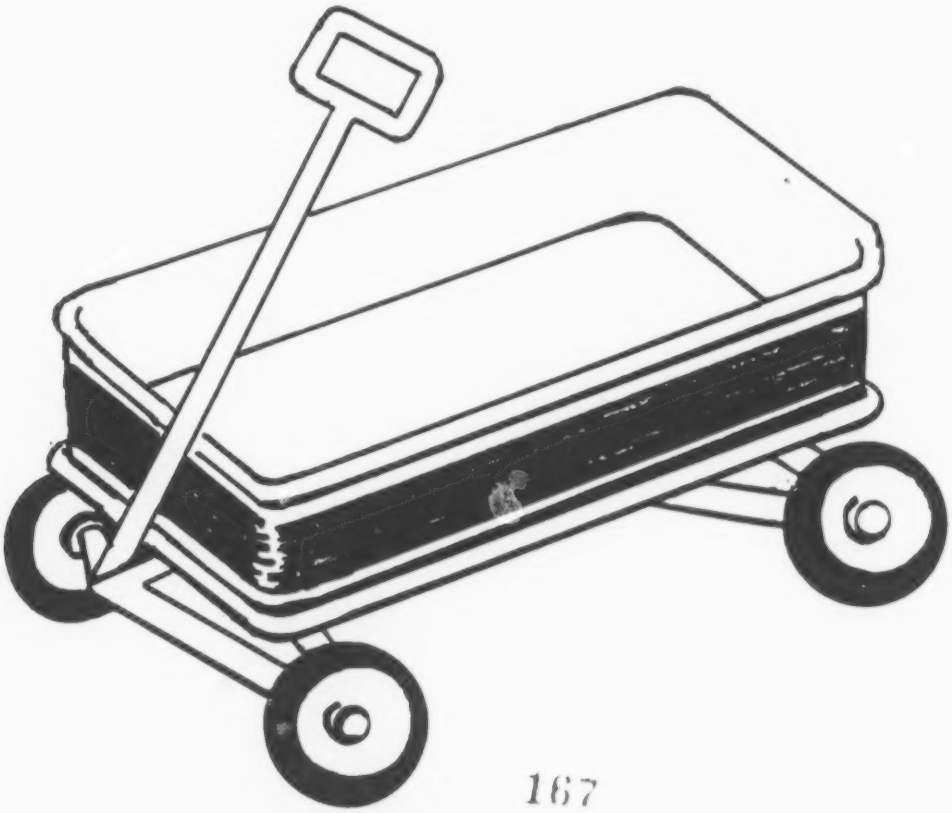
MPS- 141B





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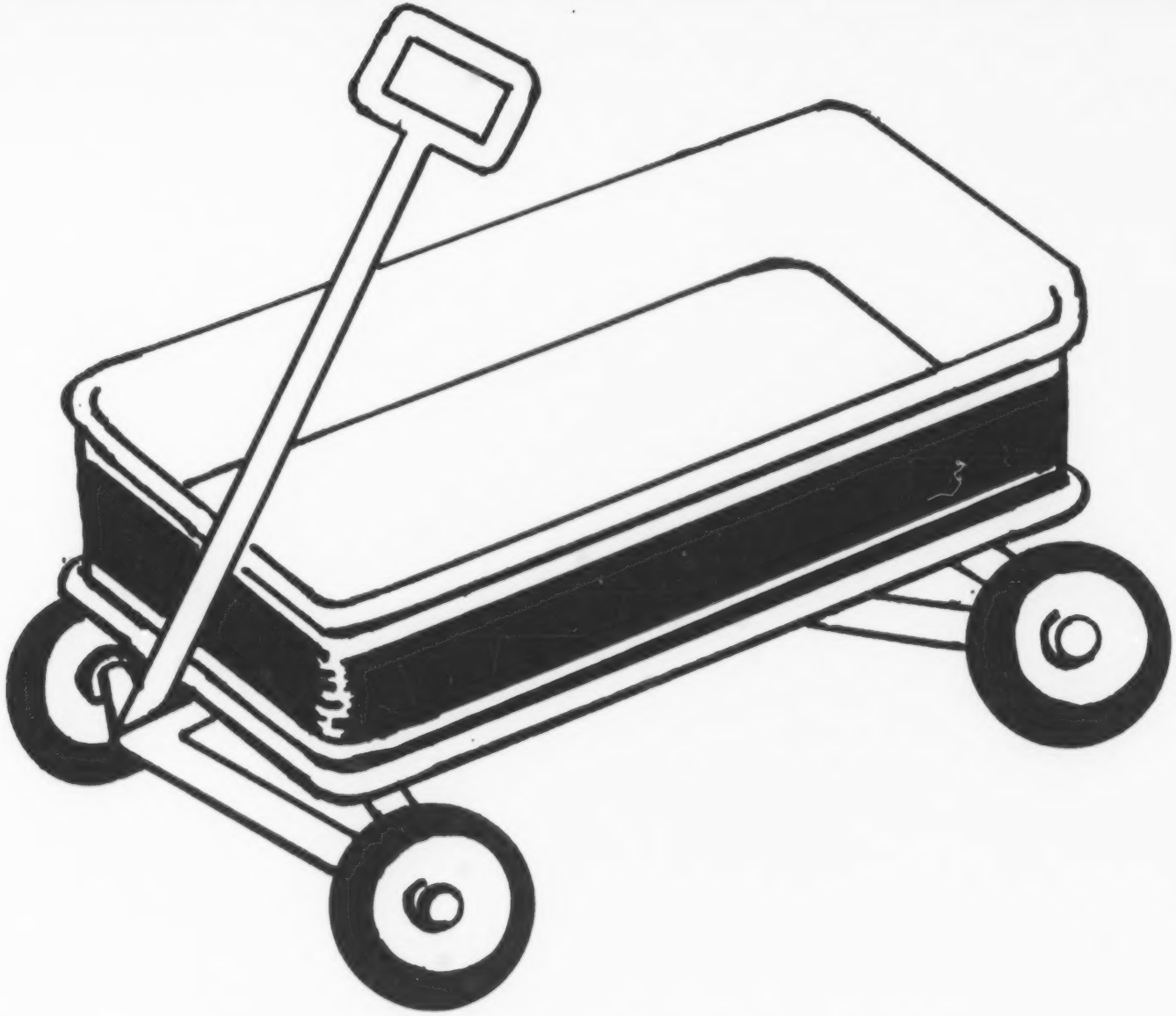
MPS- 142B



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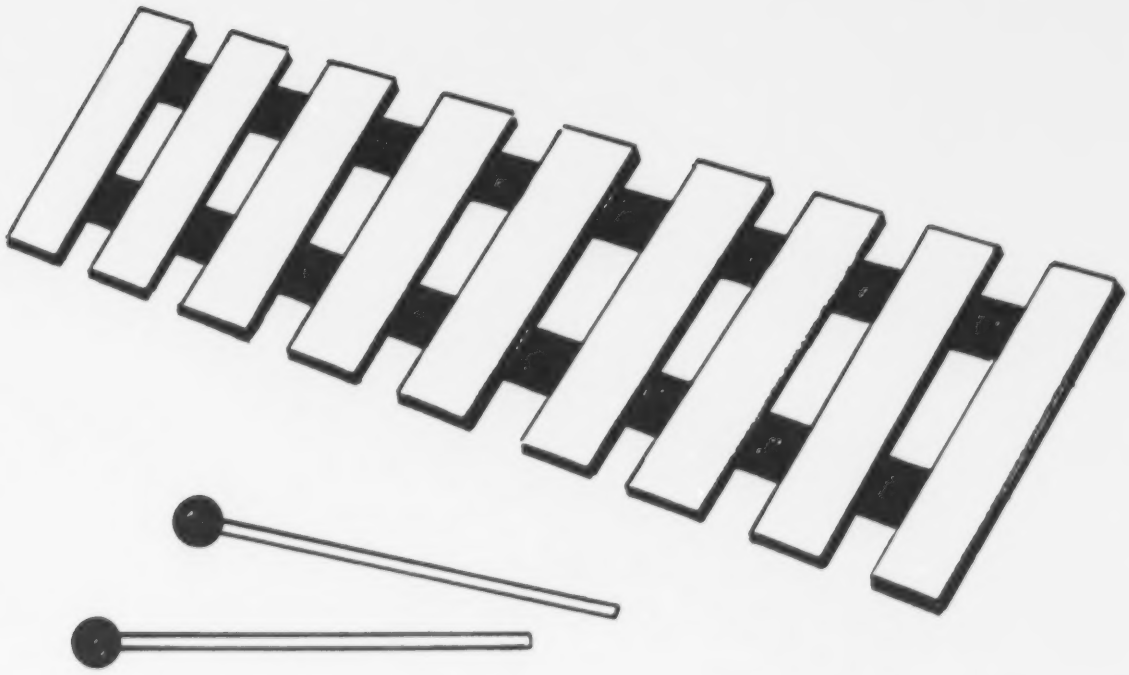

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MPS- 143B

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FEELINGS AND OTHER EXPRESSIONS BOOKLET

(Cut Pages in Half to Make Booklet)

See Page 10 for List of Expressions

milwaukee public schools
Division of Curriculum and Instruction
Department of Elementary and Secondary Education

MPS- 147

Wie ich mich fühle

Verzeichnis der Bilder

1. Ich bin froh.
2. Ich bin traurig.
3. Ich bin hungrig.
4. Mir ist kalt.
5. Mir ist heiß.
6. Ich bin krank.
7. Ich bin stolz.
8. Ich habe Angst.
9. Ich bin müde.
10. Ich bin böse.
11. Ich schäme mich.

MPS- 149

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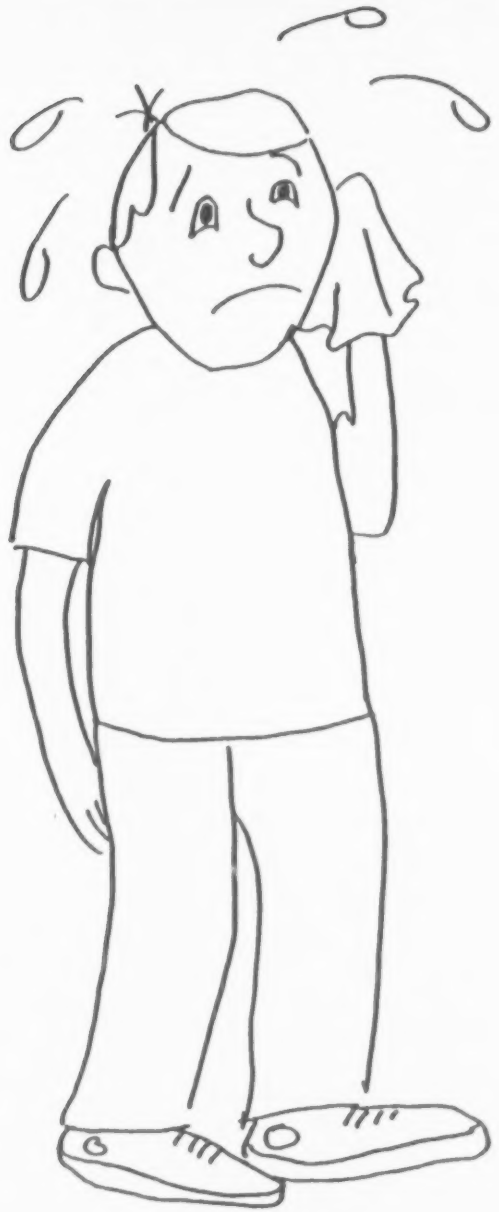
MPS- 151



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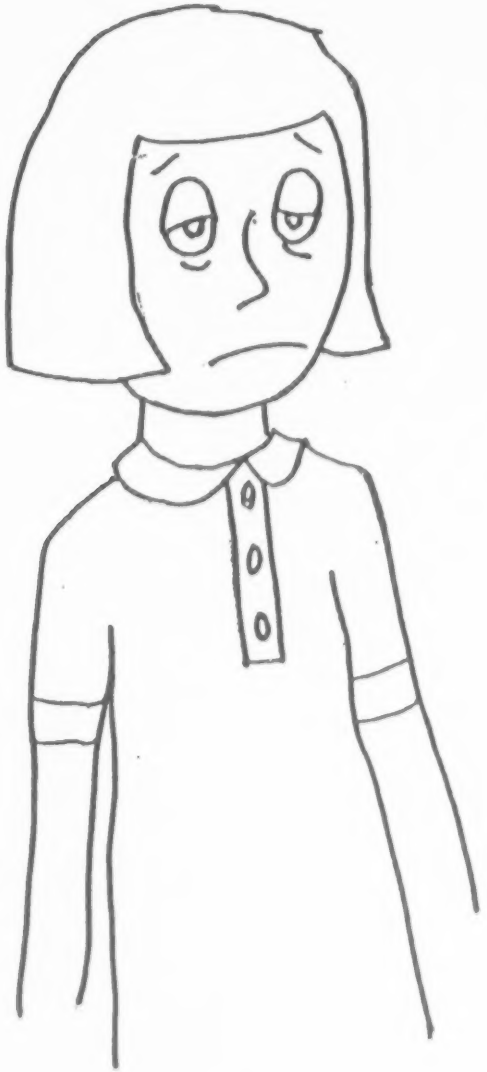

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MPS- 154

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WEATHER EXPRESSIONS BOOKLET

(Cut Pages in Half to Make Booklet)

See Page 5 for List of Words

milwaukee public schools
Division of Curriculum and Instruction
Department of Elementary and Secondary Education

MPS- 157

Verzeichnis der Bilder

1. Die Sonne scheint.
2. Es regnet.
3. Es ist wolkig.
4. Es ist stürmisch.
5. Es schneit.
6. Es ist windig.

Wie ist das Wetter?

MPS- 159

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MPS- 160

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CLOWN VISUALS FOR ACTION VERBS

(See Page 11 for List of Verbs)

MPS- 165

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STOP

MPS- 167

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MPS- 168

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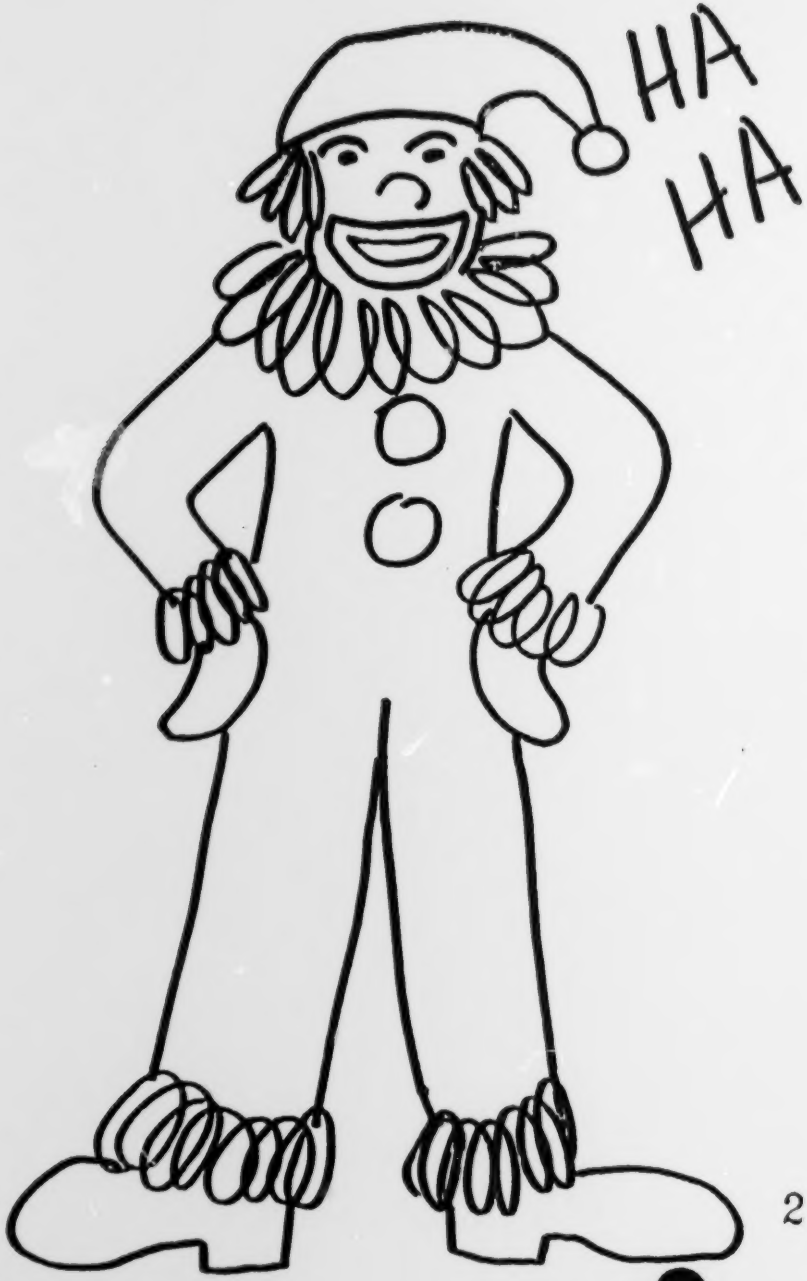

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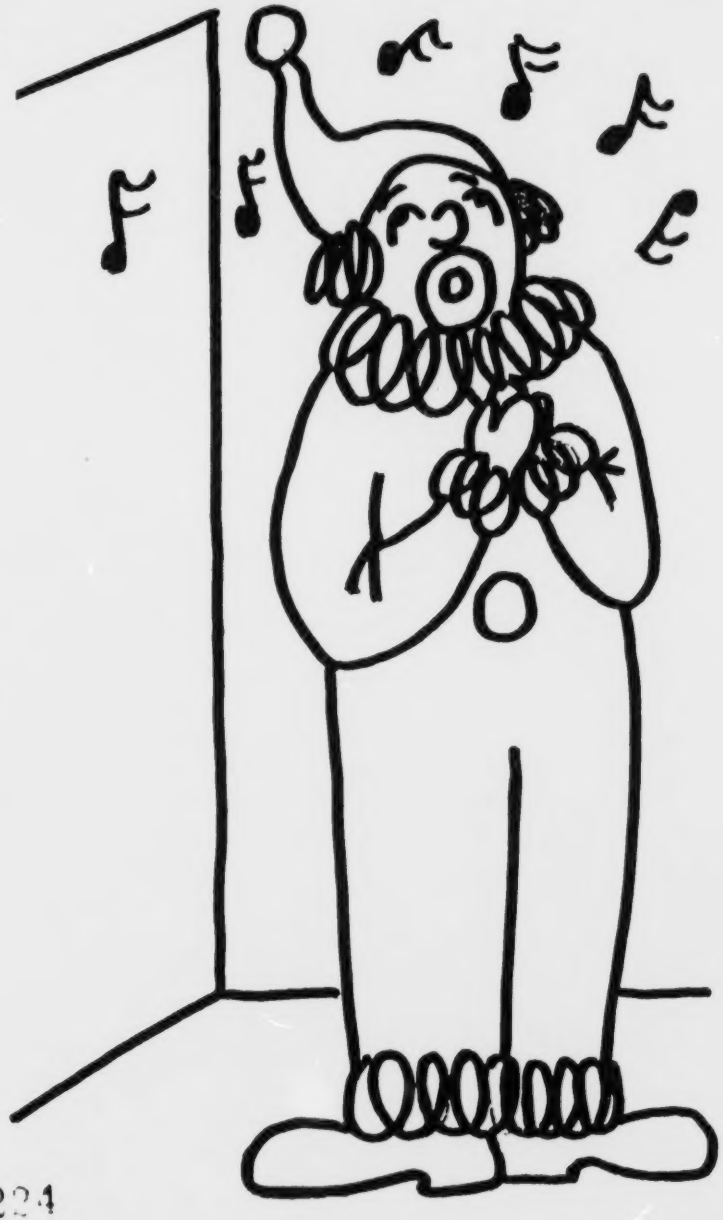

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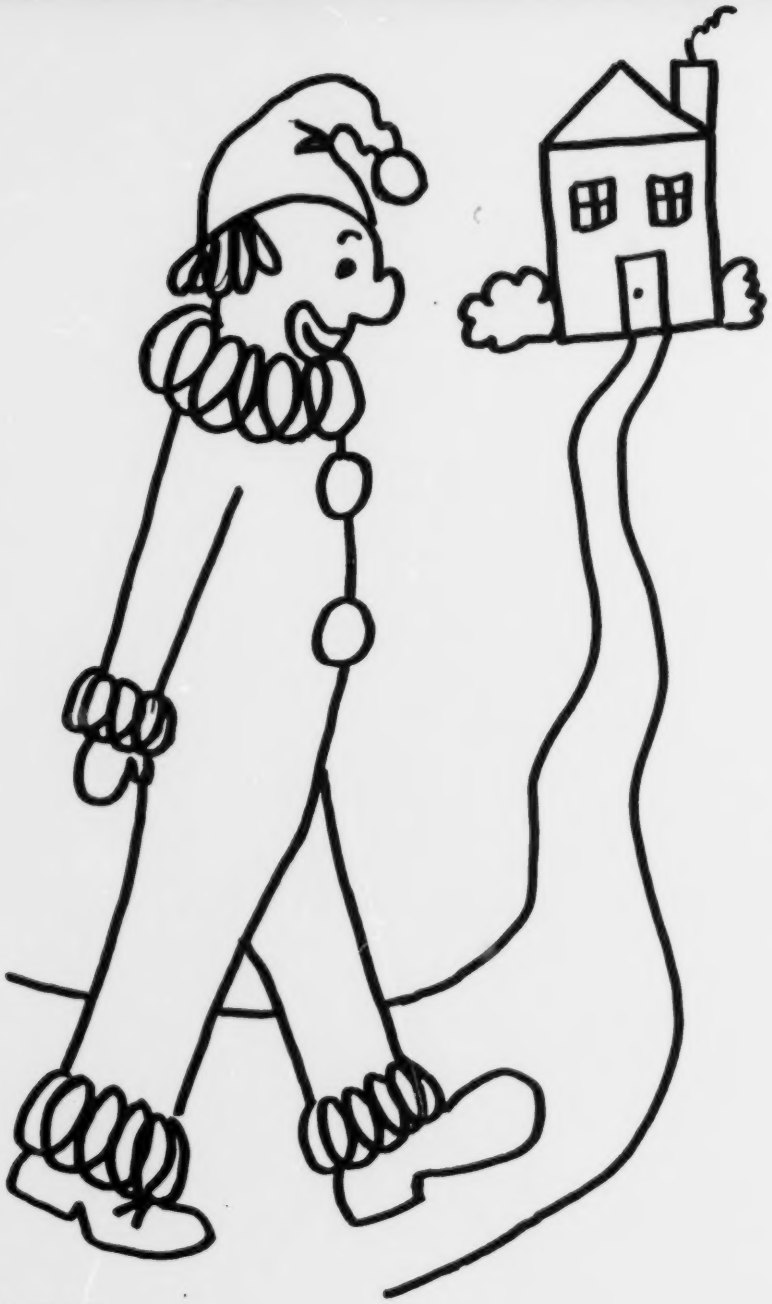

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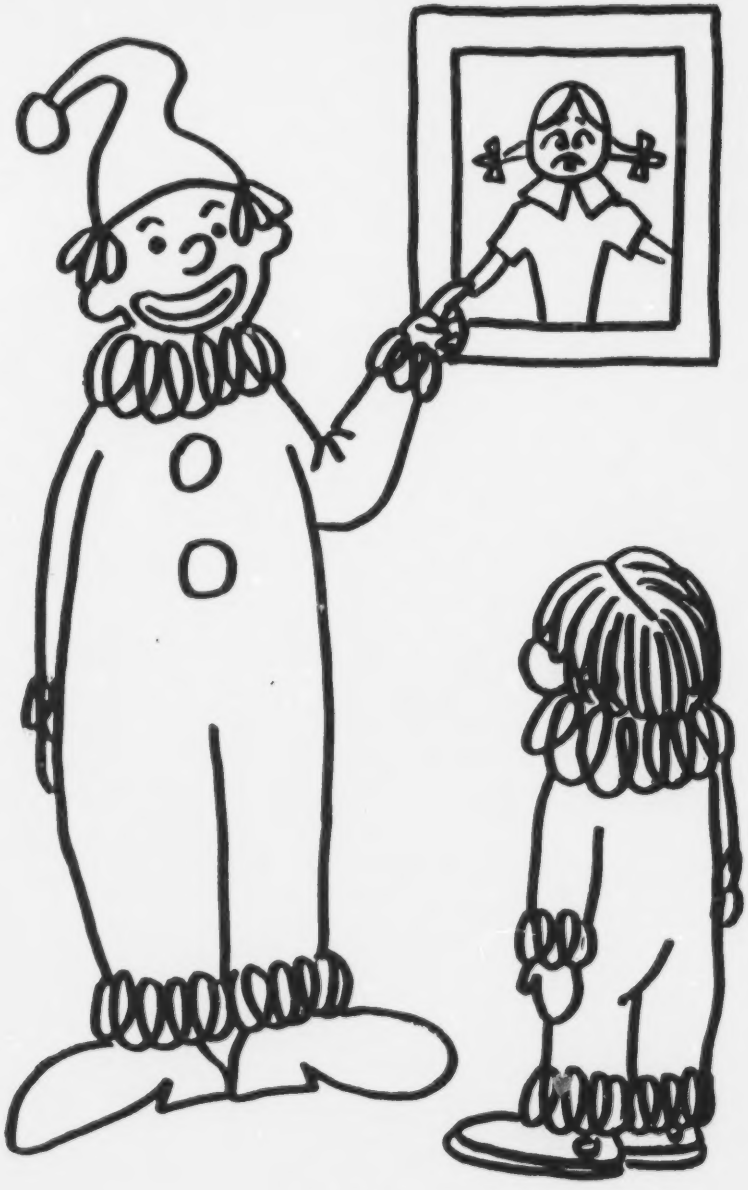

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Physical Response Pictures

Small Clowns

MPS- 183

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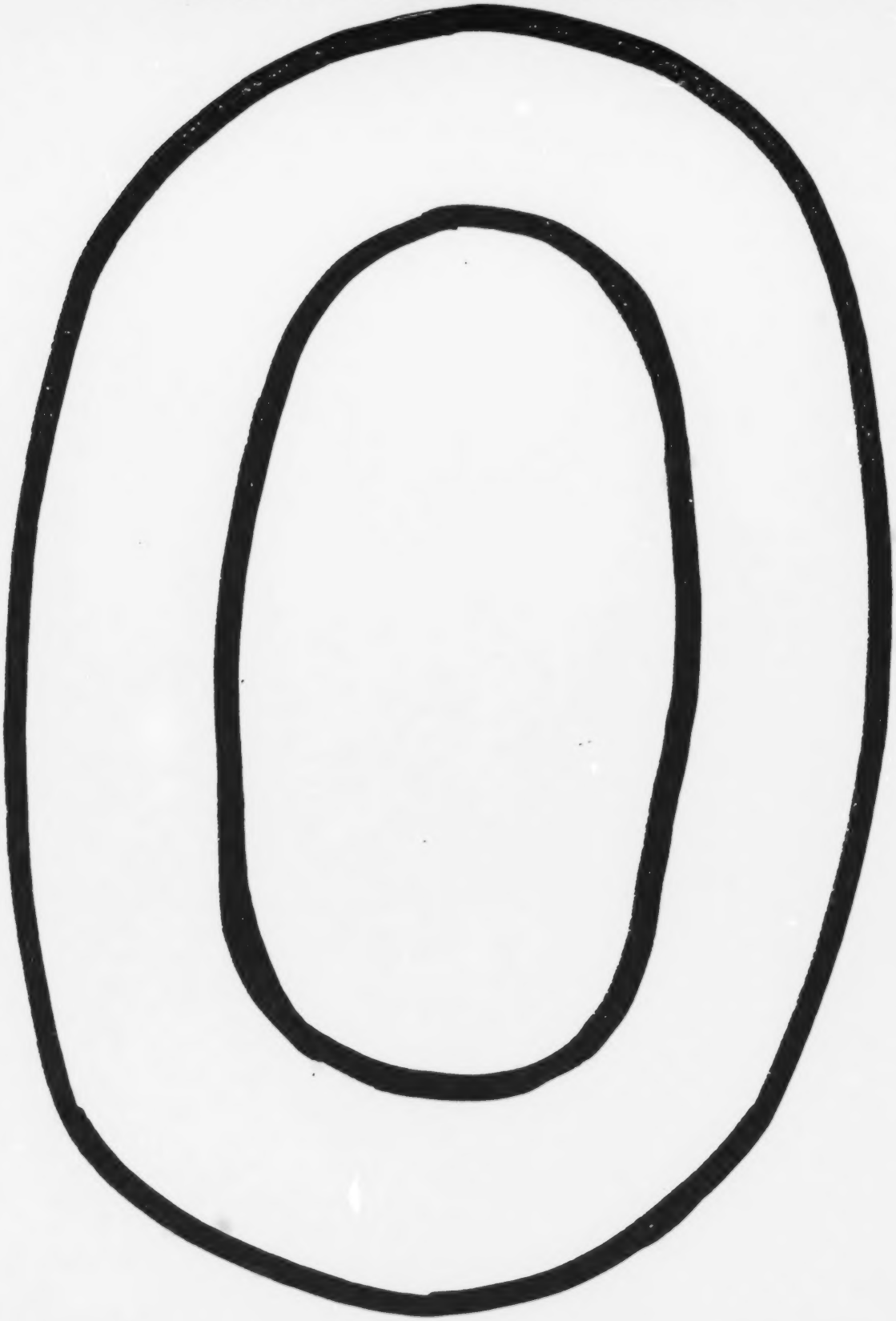
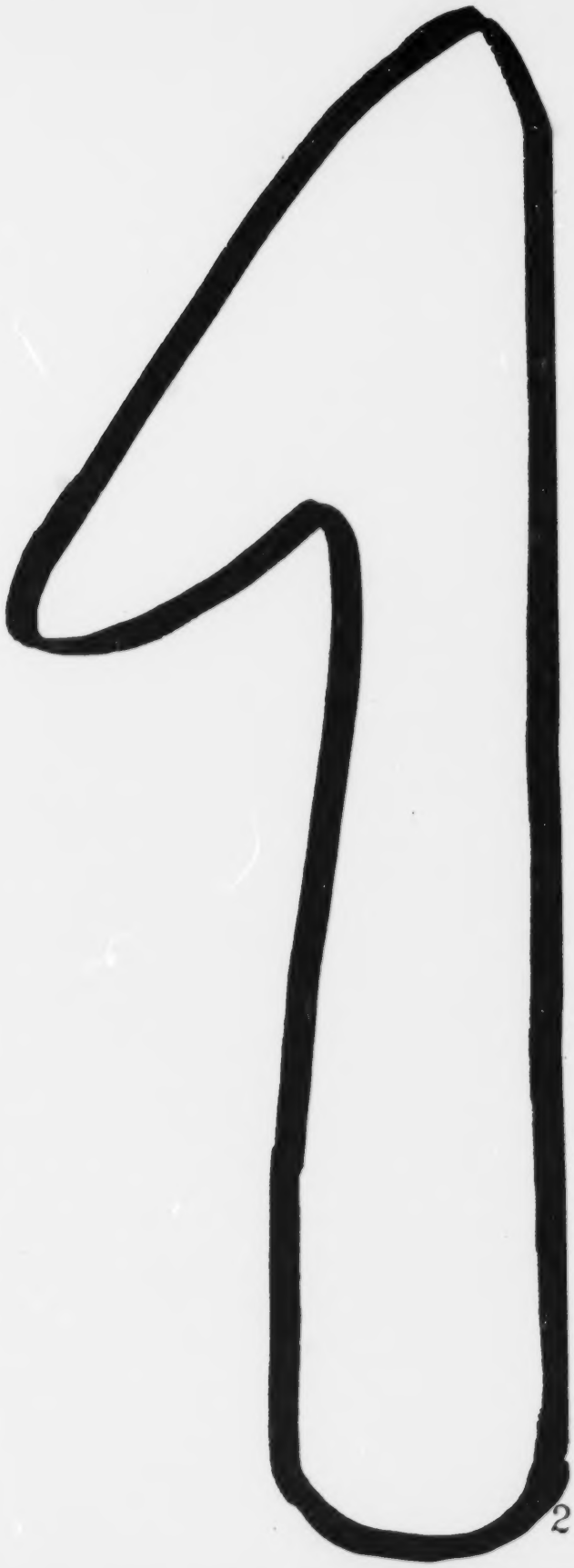
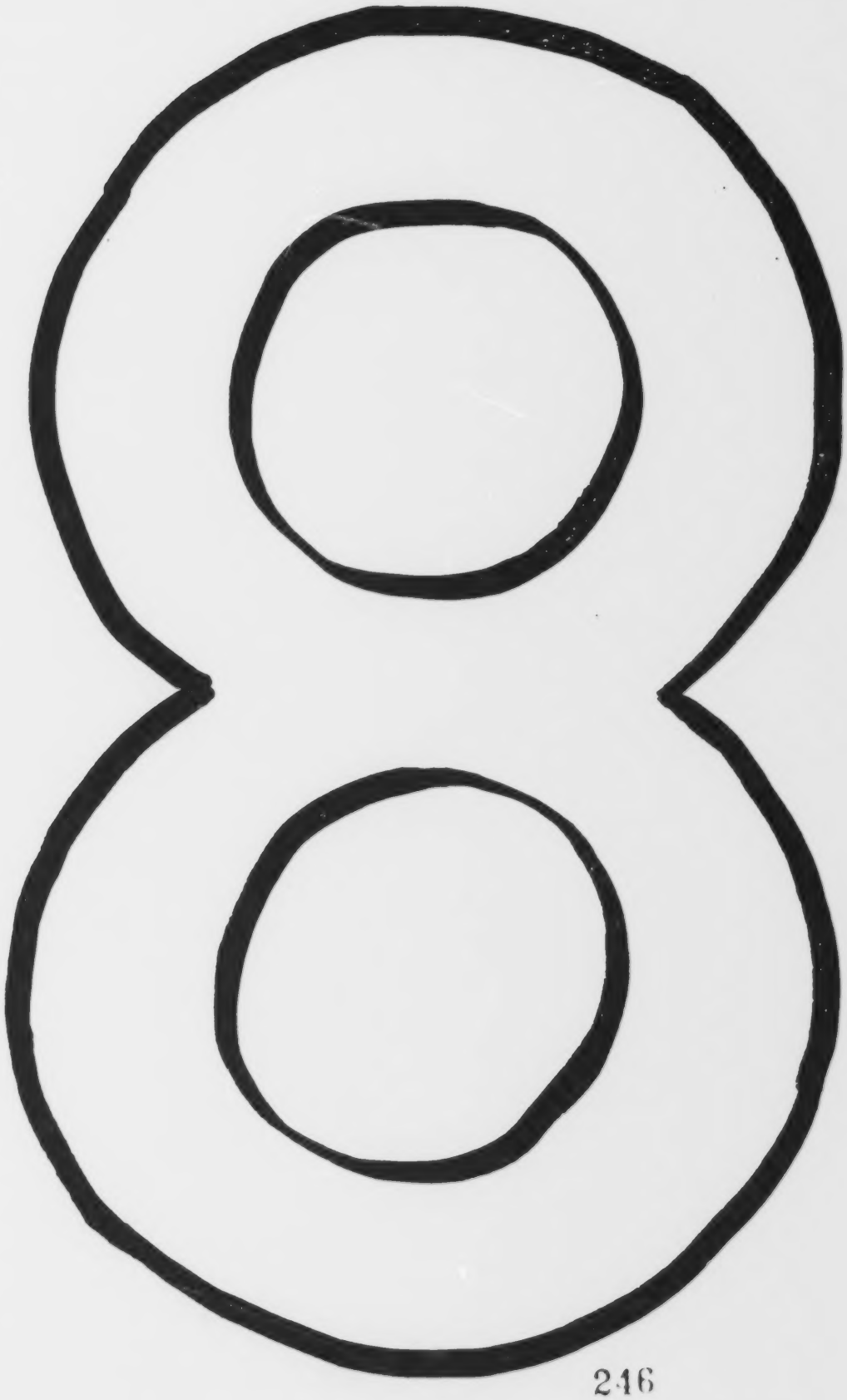
MPS- 184

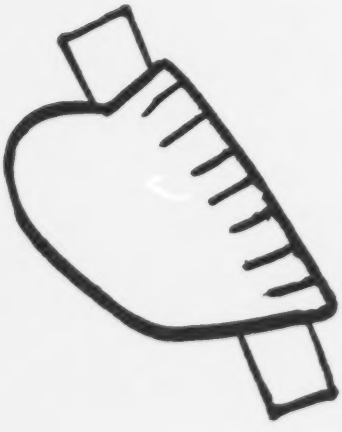
Number Patterns for Physical Response Activities

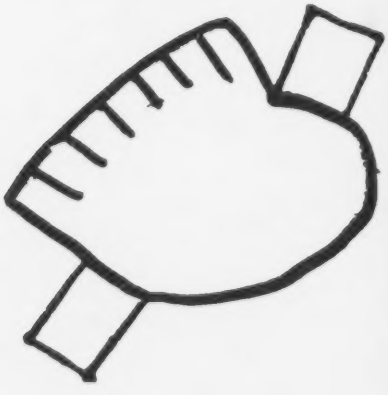


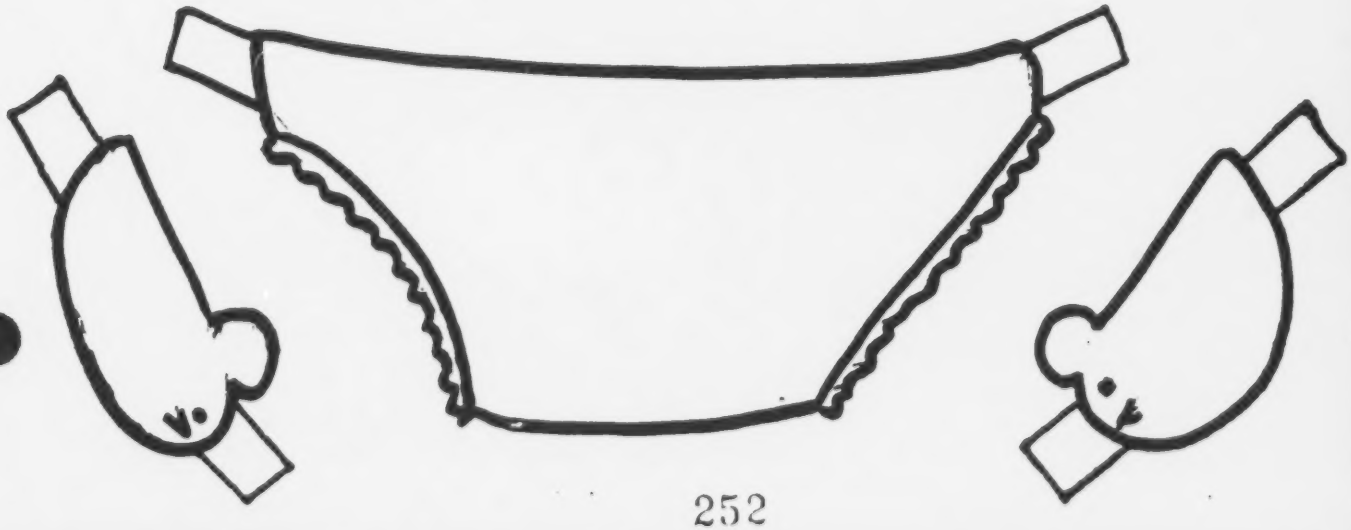




Teddy Bear Paper Dolls







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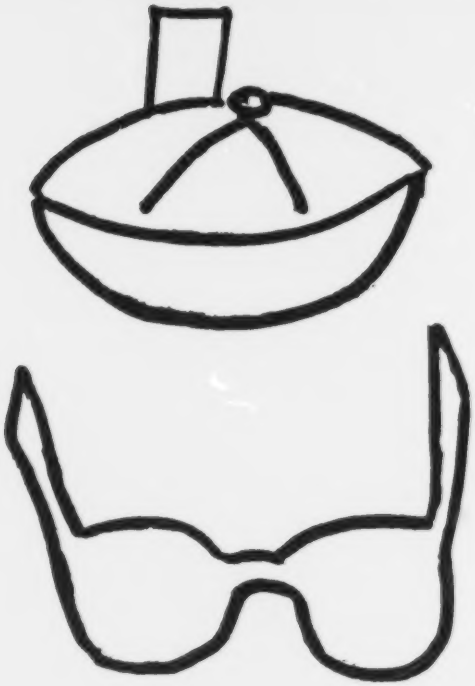

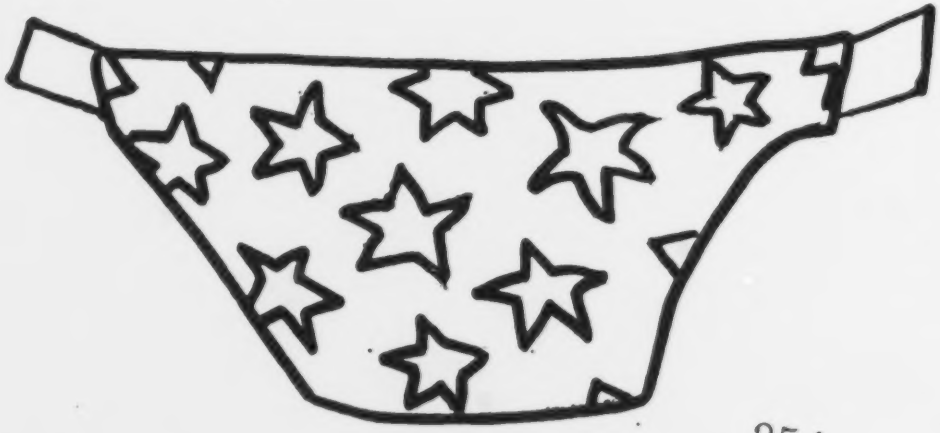

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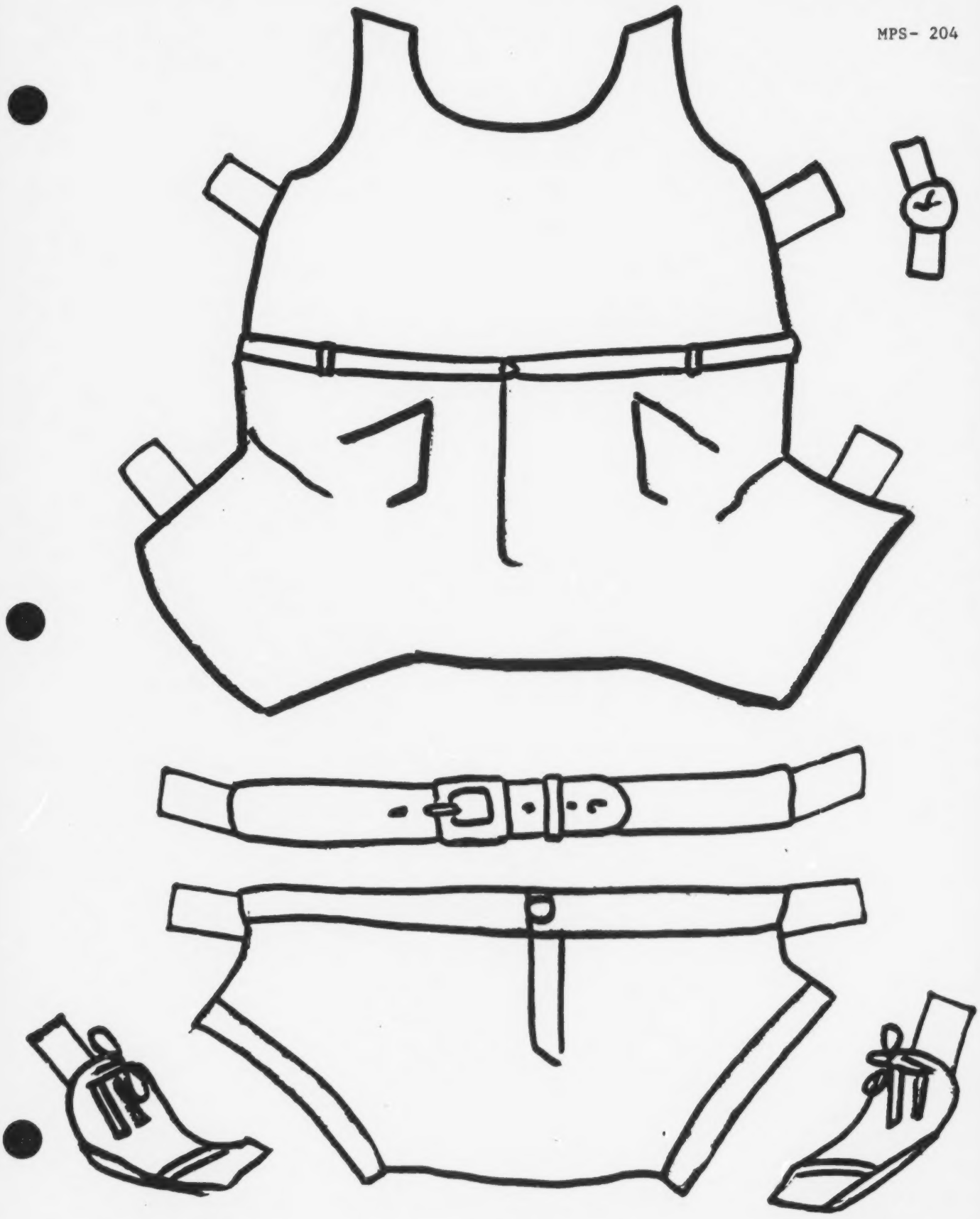
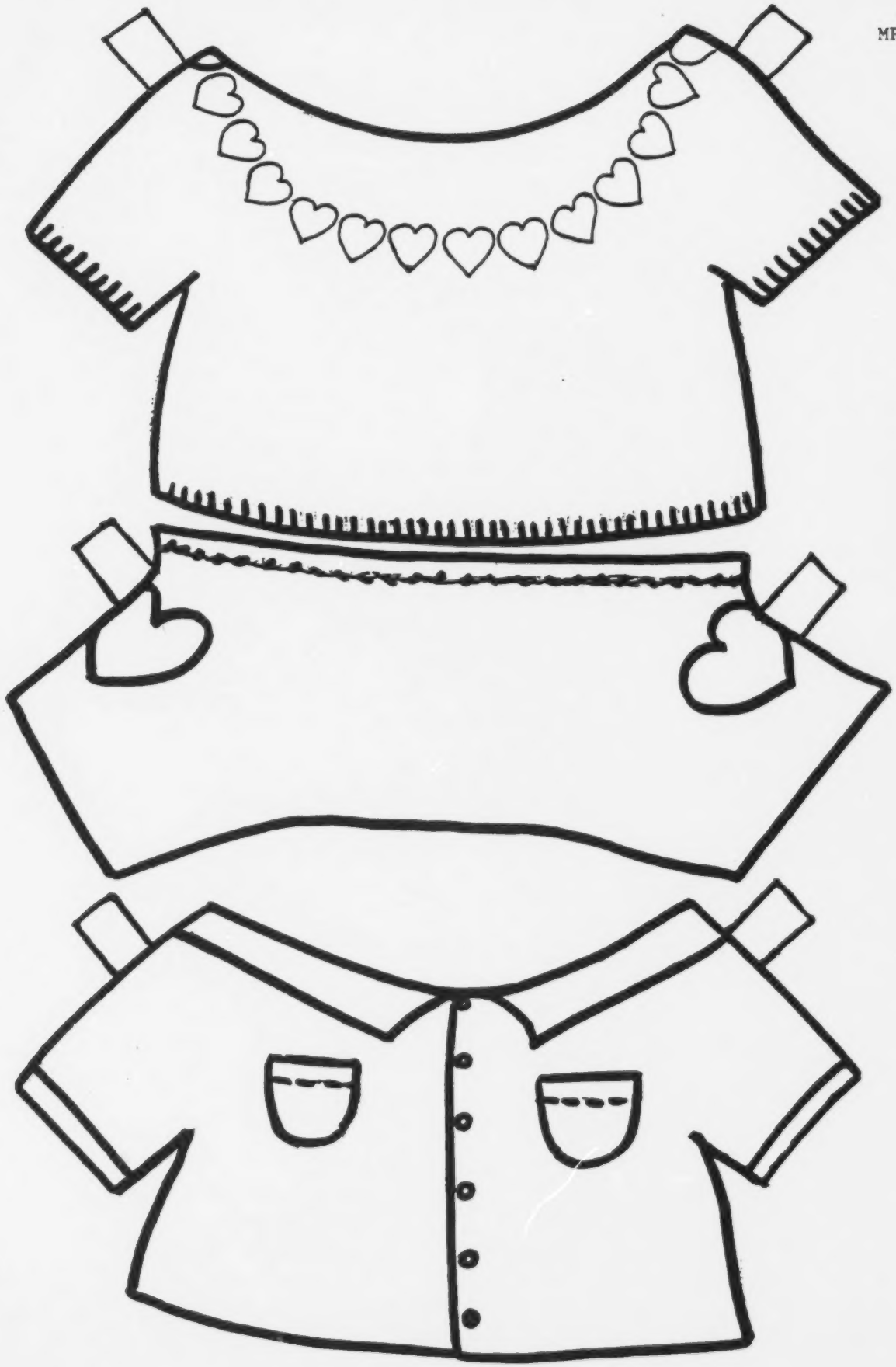
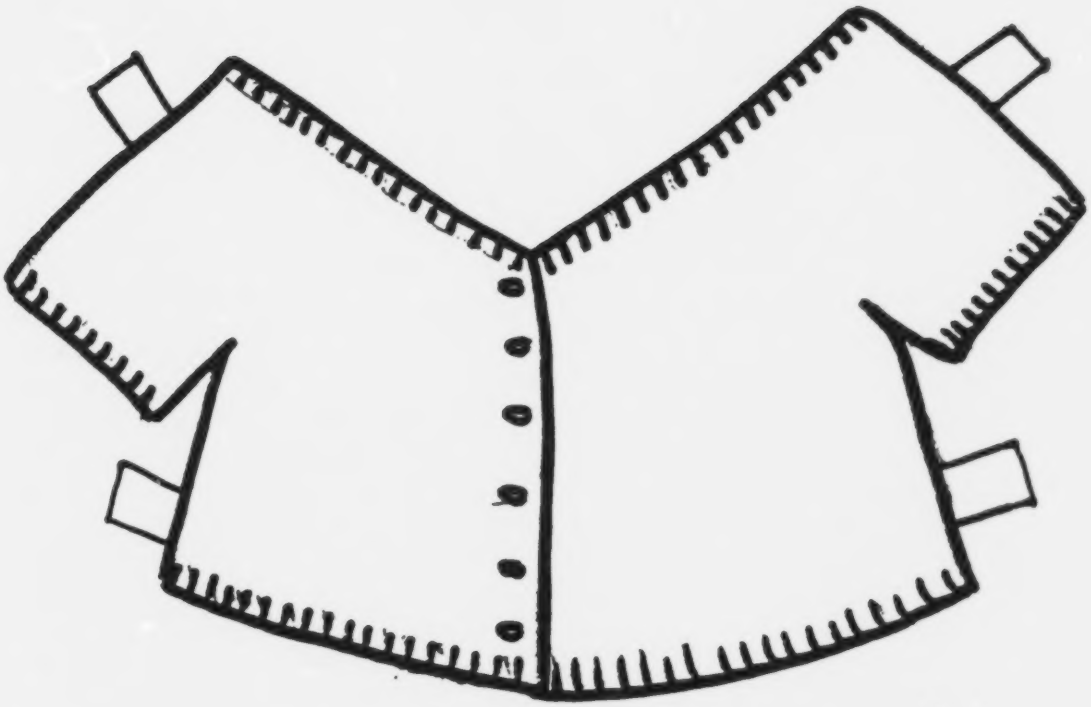
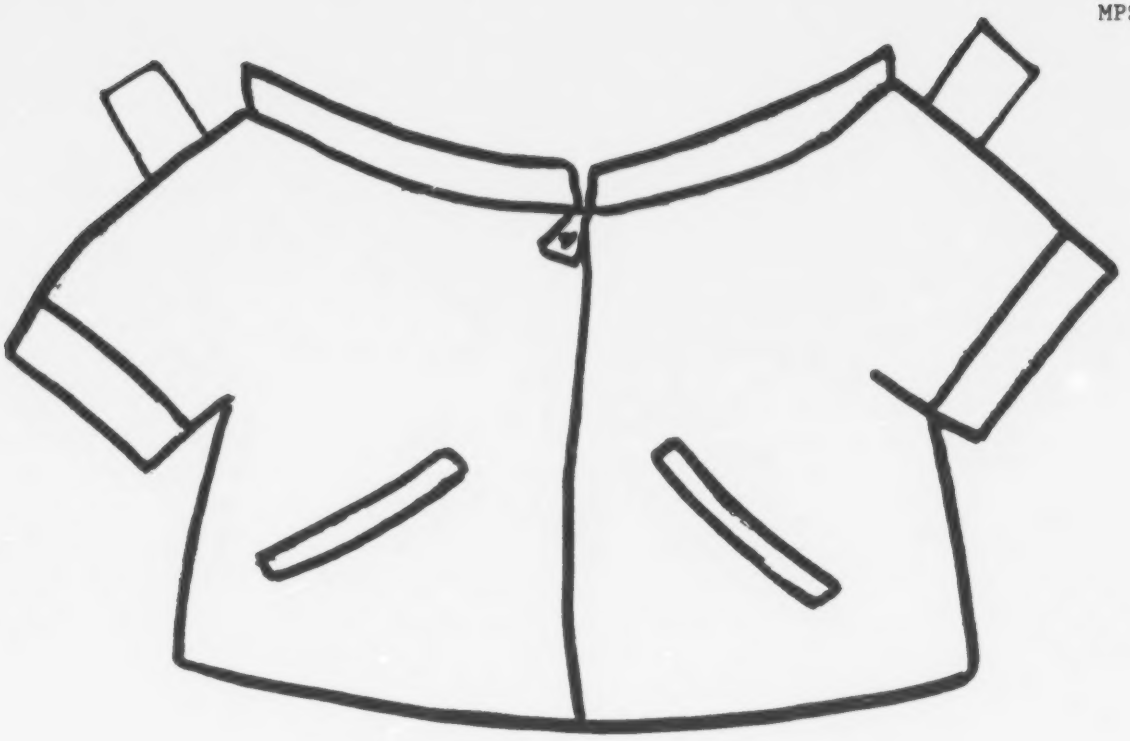
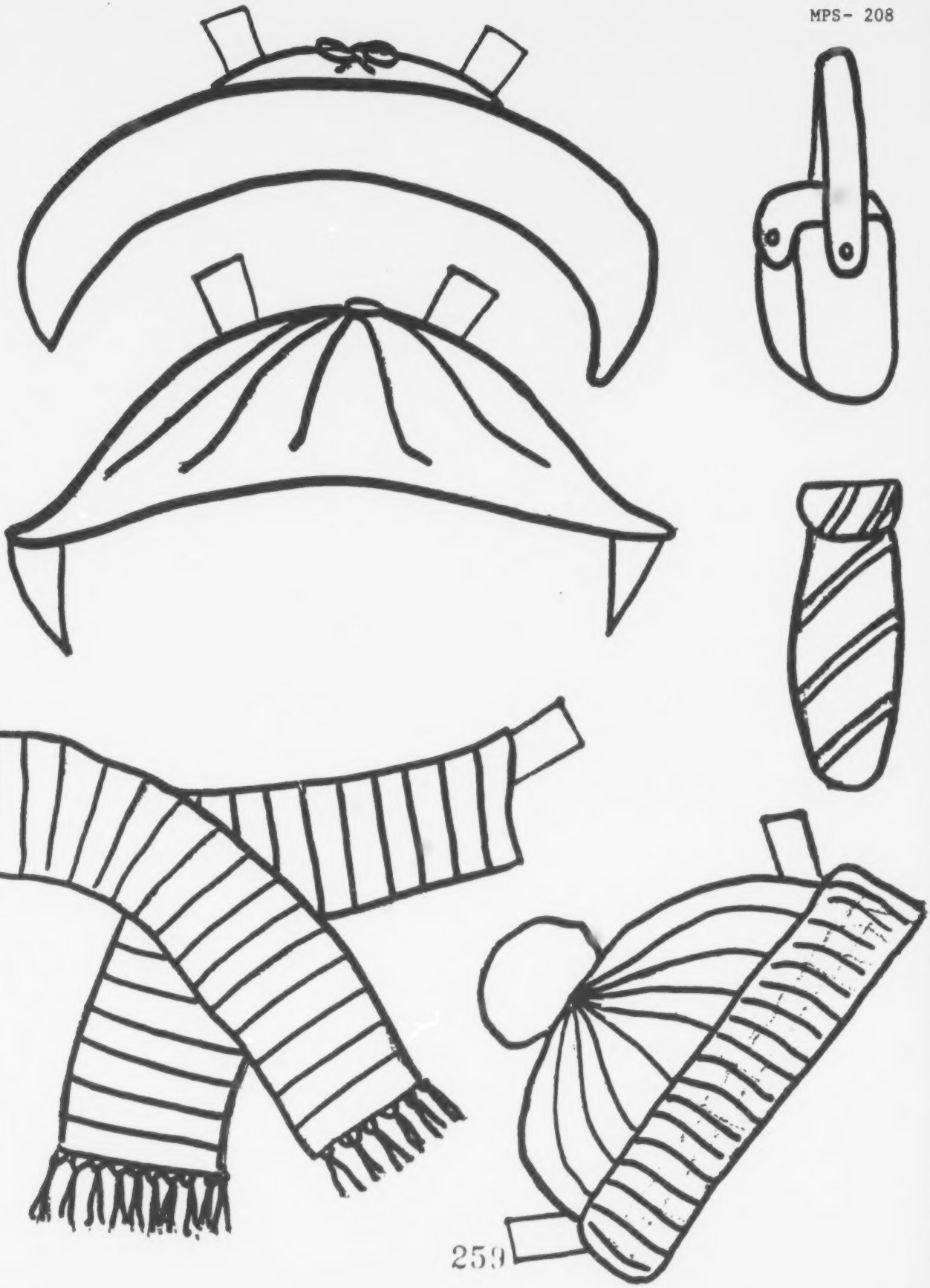










Appendix C

Cultural Activities

GERMAN CULTURAL ACTIVITIES

1. Explain to the children that although there are large department stores and supermarkets in German-speaking countries, that many people still prefer to shop at the small specialty stores.

   Suggested shops:

die Metzgerei	- die Wurst, das Fleisch
die Konditorei	- der Kuchen, die Torte
die Bäckerei	- das Brot, die Brötchen, die Brezel
das Süßwarengeschäft	- die Bonbons

   Suggested activities:

   Have the children cut out magazine pictures of foods that would belong to these shops and make a mobile.

   Have children draw a mural depicting a street scene with these shops.

   Worksheet - Have children label shop and draw items that would be sold there.

2. Have the children plan and celebrate their own miniature Oktoberfest.

   - Display posters/pictures/realia to acquaint children with authentic Oktoberfest celebrations.

   Suggested activities:

   - Have children make pretzels with brown yarn dipped in liquid starch. These can be hung around the room for decoration. Or, make edible pretzels to enjoy at the celebration.

   - Wear or bring a traditional German Tracht. Students can color worksheets depicting a Dirndl and Lederhose.

   - Have the children make "Lebkuchenherzl" out of brown construction paper. The children can decorate them and write a little saying, such as: "Ich liebe Dich!" "Du bist mein!" "Sei nett zu mir!" Attach yarn so the hearts can be worn around their necks for the festivities.

   - Play Oktoberfest-type background music.

   - Have the children learn a German dance. Children love to "Schuhplattl" and the "Chicken Dance" has become an Oktoberfest ritual.

   - Have the children design pretzel-shaped invitations to their parents. This would give the children a nice opportunity to perform the German songs and dances they have learned. Some parents might be willing to bring some food or drinks to contribute to the festivities.

3. Make "pretzel" with the class. Use the following recipe adapted from (same as above).

1 cake compressed yeast	4 cups flour
1 1/2 cups warm water	1 large egg, beaten
1 teaspoon salt	Coarse salt
1 tablespoon sugar	

Dissolve yeast in warm water. Add salt and sugar to yeast mixture. Blend in flour and knead dough until smooth, about 7 or 8 minutes. Cover and let the dough rise until double in bulk. Punch down. Cut dough into small pieces and roll into ropes. Twist the ropes into pretzel shapes and place on a greased cookie sheet. Using a pastry brush, brush pretzels with egg and sprinkle with coarse salt. Allow pretzels to rise until almost double in bulk.

Bake at 425°F for 19 to 15 minutes or until brown. Best if eaten immediately. If not, store in airtight container. Makes 12 6-inch pretzels.

4. Color flags of German-speaking countries. Have the students use colored construction paper to make flags.

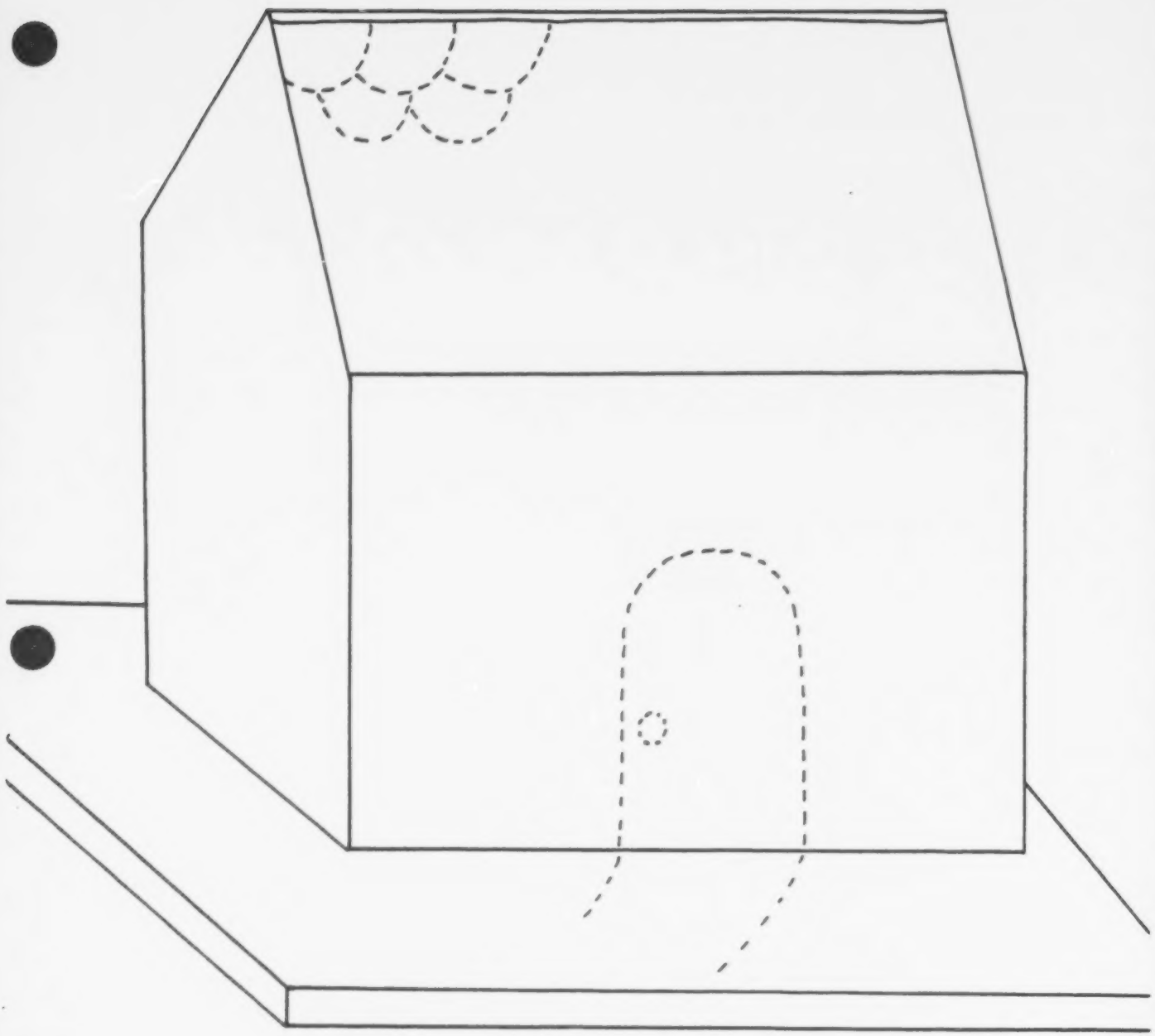
5. Teach some German songs.

5. Use individual world maps to color the German-speaking areas of the world.

7. Teach a German folk dance.

8. Read/Act out "Die drei Bären and "Rotkäppchen" with the children.

9. Use worksheet with outline of Lebkuchenhaus. Have a students make their own houses by cutting and pasting colored construction paper shapes onto the pattern.



Lebkuchenhaus

LIEDER UND REIME

Zur Begrüßung:

GUTEN MORGEN

Guten Morgen, Guten Morgen!
Und wie geht es Dir?
Guten Morgen, Guten Morgen!
Und jetzt sind wir hier!

die Farben:

GRÜN, GRÜN, GRÜN

Grün, grün, grün, sind alle meine Kleider
grün, grün, grün ist alles, was ich habe.
Darum liebe ich alles, was so grün ist,
weil mein Schatz ein Jäger ist.

Repeat with different colors as follows:

Blau, blau, blau ...
weil mein Schatz Matrose ist.

Rot, rot, rot ...
weil mein Schatz Feuerwehrmann ist.

Schwarz, schwarz, schwarz ...
weil mein Schatz Schornsteinfeger ist.

Weiß, weiß, weiß ...
weil mein Schatz ein Bäcker ist.

Bunt, bunt, bunt ...
weil mein Schatz ein Maler ist.

Zum Geburtstag:

HOCH SOLL ER LEBEN!

Hoch soll er (sie) leben!
Hoch soll er (sie) leben!
Dreimal hoch! (Repeat three times)
Hoch! Hoch! Hoch!

SCHÖNEN GEBURTSTAG
(to the tune of Happy Birthday)

Zum Geburtstag, viel Glück
Zum Geburtstag, viel Glück
Langes Leben und Gesundheit
Zum Geburtstag viel Glück!

Die Zahlen:

To the tune of "Ten Little Children", you could sing versions replacing the children with either "Liebchen," "Mäuschen" or "Häschen".

Zehn kleine, neun kleine, acht kleine Liebchen,
sieben kleine, sechs kleine, fünf kleine Liebchen,
vier kleine, drei kleine, zwei kleine Liebchen,
ein kleines Liebchen ist hier.

EINS, ZWEI, DREI (Reim)

1, 2, 3, die Henne legt ein Ei.
Die Henne legt ein weißes Ei,
1, 2, 3.

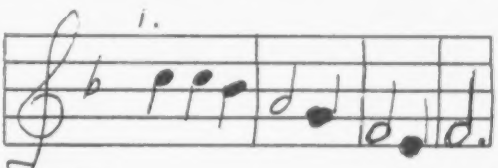
Der Körper:

RUCKI-ZUCKI (HOKY-POKY)

Erst kommt der rechte Arm hinein,
Dann kommt der rechte Arm hinaus.
Dann kommt er noch einmal hinein.
Und dann schütteln wir ihn aus.
Dann kommt der Rucki-Zucki
Und wir drehen uns einmal um,
Wer das nicht kann ist dumm.

2. der linke Arm
3. das rechte Bein
4. das linke Bein
5. der Bauch
6. der Kopf
7. der Popo
8. der ganze Kerl

Schule ist aus,
nach Haus', nach Haus'.



KOPF, SCHULTERN, KNIE UND FÜßE

Kopf, Schultern, Knie und Füße,
Kopf, Schultern, Knie und Füße,
Kopf, Schultern, Knie und Füße,
Und dann tanzen wir.

MEINE HAARE SIND VERSCHWUNDEN

Meine Haare sind verschwunden,
Habe keine Haare mehr.
Ei, da sind die Haare wieder,
Tra-la-la-la-la-la-la.

2. Meine Augen ...
3. Meine Ohren ...
4. Meine Nase ...
5. Meine Hände ...
6. Meine Füße ...

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Kleidung:

MEIN HUT, DER HAT DREI ECKEN

Mein Hut, der hat drei Ecken,
Drei Ecken hat mein Hut.
Und hat er nicht drei Ecken,
Dann ist er nicht mein Hut.

Die Familie:

LIEBE SCHWESTER, TANZ MIT MIR

Liebe Schwester, tanz mit mir!
Beide Hände reich' ich dir!
Einmal hin, einmal her,
Rundherum, das ist nicht schwer!

Mit dem Köpfchen nick, nick, nick,
mit dem Finger tick, tick, tick,
Einmal hin, einmal her,
Rundherum, das ist nicht schwer!

Mit den Füßen trapp, trapp, trapp.
Mit den Händen klapp, klapp, klapp.
Einmal hin, einmal her,
Rundherum, das ist nicht schwer!

DANCE INSTRUCTIONS

(Couples hold hands facing each other)
Move 7 steps to girl's right
Move 7 steps to girl's left
Move 3 steps right, 3 steps left
Couple turns in place

Move 3 steps right and act out nick, nick, nick
Move 3 steps left and act out tick, tick, tick
Move 3 steps right, 3 steps left

Same as 2nd verse imitating these actions

DAS IST DER VATER (REIM)

Das ist der Vater lieb und gut,
das ist die Mutter mit dem Federhut,
das ist der Bruder stark und groß,
das ist die Schwester mit dem Püppchen auf dem Schoß.
das ist das jüngste Kindelein,
und das soll die ganze Familie sein.

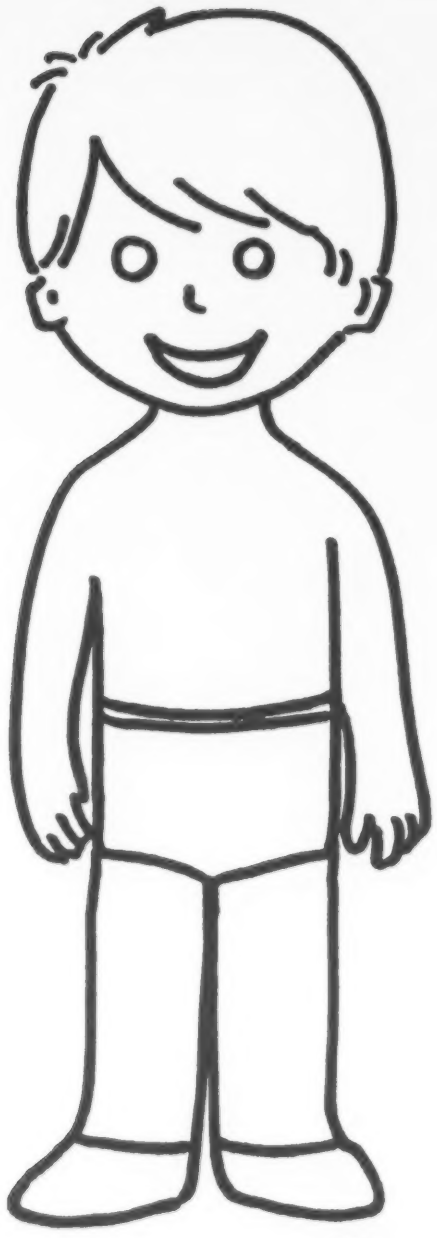
(One finger after the other is shown. At the end, the hand is happily turned back and forth.)

Das Haus:

ICH BAU MIR EIN HAUS

Ich bau, ich bau, ich bau mir ein Haus.
Bau mir ein großes Haus,
Schaue zum Fenster raus.
Ich bau, ich bau, ich bau mir ein Haus.

2. Ich bau, ich bau ...
Komm ich zur Tür herein, wollen wir lustig sein.
Ich bau, ich . . .



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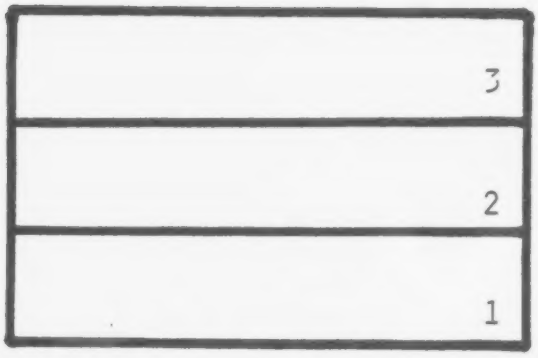
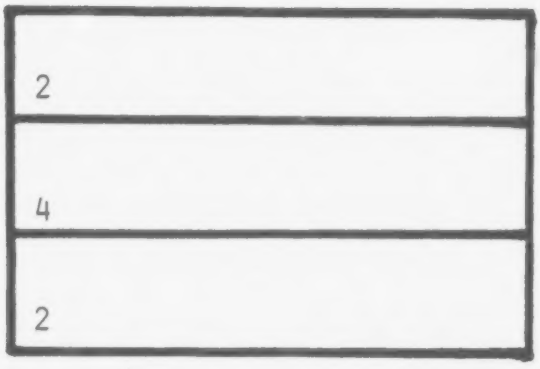
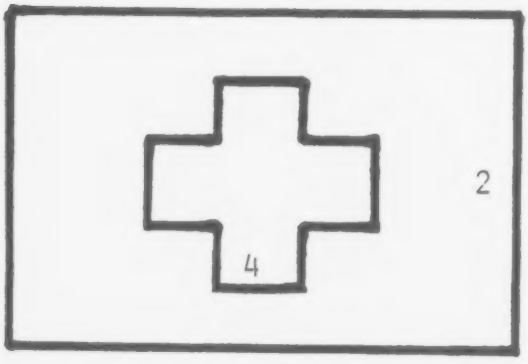
Die Fahnen



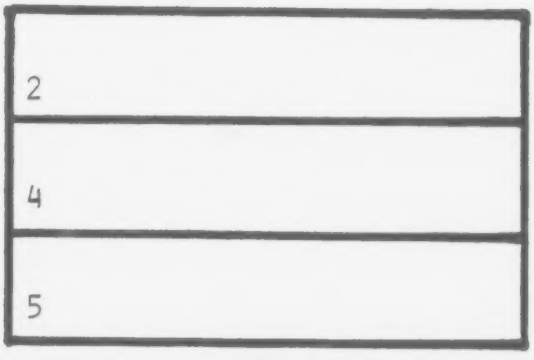
Deutschland



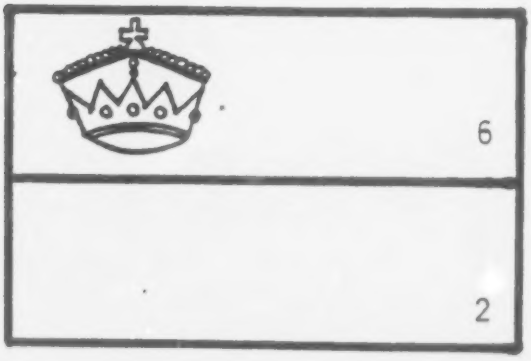
Österreich



Schweiz



Luxemburg



Liechtenstein

1 Gold
2 Rot
3 Schwarz
4 Weiß
5 Hellblau
6 Blau

Die Speisen:

BACKE, BACKE KUCHEN

Backe, backe Kuchen,
der Bäcker hat gerufen,
Wer will guten Kuchen backen,
der muß haben sieben Sachen:
Eier und Schmalz, Butter und Salz,
Milch und Mehl, Safran macht
den Kuchen gel.
Schieb, schieb in den Ofen rein.

ICH HABE EINE BANANE

Ich habe eine Banane,
und die Banane ist gelb.
Sie ist oben gelb, sie ist unten gelb,
Sie ist oben, unten gelb, gelb, gelb.
Ich habe eine Banane,
und die Banane ist gelb.

2. Ich habe einen Apfel,
der Apfel ist so grün.
Er ist oben grün ...

3. Ich habe eine Tomate,
und die Tomate ist rot.
Sie ist oben rot ...

Die Tiere:

BINGO

Es war einmal ein Schäferhund
Und Bingo war sein Name.
B - I - N - G - O (3 times)
Und Bingo war sein Name.

DER BAUER GEHT INS FELD (FARMER IN THE DELL)

Der Bauer geht ins Feld, der Bauer geht ins Feld
Hier auf dem Bauernhof, der Bauer geht ins Feld.

Er nimmt sich eine Frau, er nimmt sich eine Frau
Hier auf dem Bauernhof, er nimmt sich eine Frau.

Die Frau. . .
Das Kind. . .
Die Magd. . .
Der Hund. . .
Die Katze. . .
Die Maus. . .
Der Käse. . .

Appendix D

The Three Bears

Booklet
Text for Beginning Students
Text for Intermediate Students

Little Red Riding Hood--

Text for Intermediate Students

Text for the Three Bears Color and Size Comparison Booklet

Picture 1: The Three Bears live in a house.
The house is in the forest.
In the forest there are many green trees.
The house of the Three Bears is white.
The chimney is red.
The roof is also red.
The door is green.
The windows (shutters) are also green.

Picture 2: The Three Bears take a walk in the forest.
In the forest there are many trees.
The trees are green.
The branches are black.
Papa Bear is wearing a red shirt.
Baby Bear is wearing a yellow outfit.

Picture 3: Here is Goldilocks.
The girl has blonde hair and blue eyes.
She has a red ribbon in her hair.
She is wearing a blue and white skirt.
She is wearing black shoes.
She is wearing red socks.

Picture 4: On the table there are three bowls.
The big bowl is blue.
The middle bowl is red.
The little bowl is yellow.
The girl tastes the soup from the little bowl.

Picture 5: In the house there are three chairs.
The big chair is blue.
The middle chair is red.
The little chair is yellow.
The girl sits on the little chair.

Picture 6: In the house there are three beds.
The big bed is blue.
The middle bed is red.
The little bed is yellow.
The girl sleeps on the little bed.

Picture 7: The little bear is black.
He is wearing a white shirt and yellow pants.
The little bear is crying.
He is hungry and there is no soup in the little bowl.

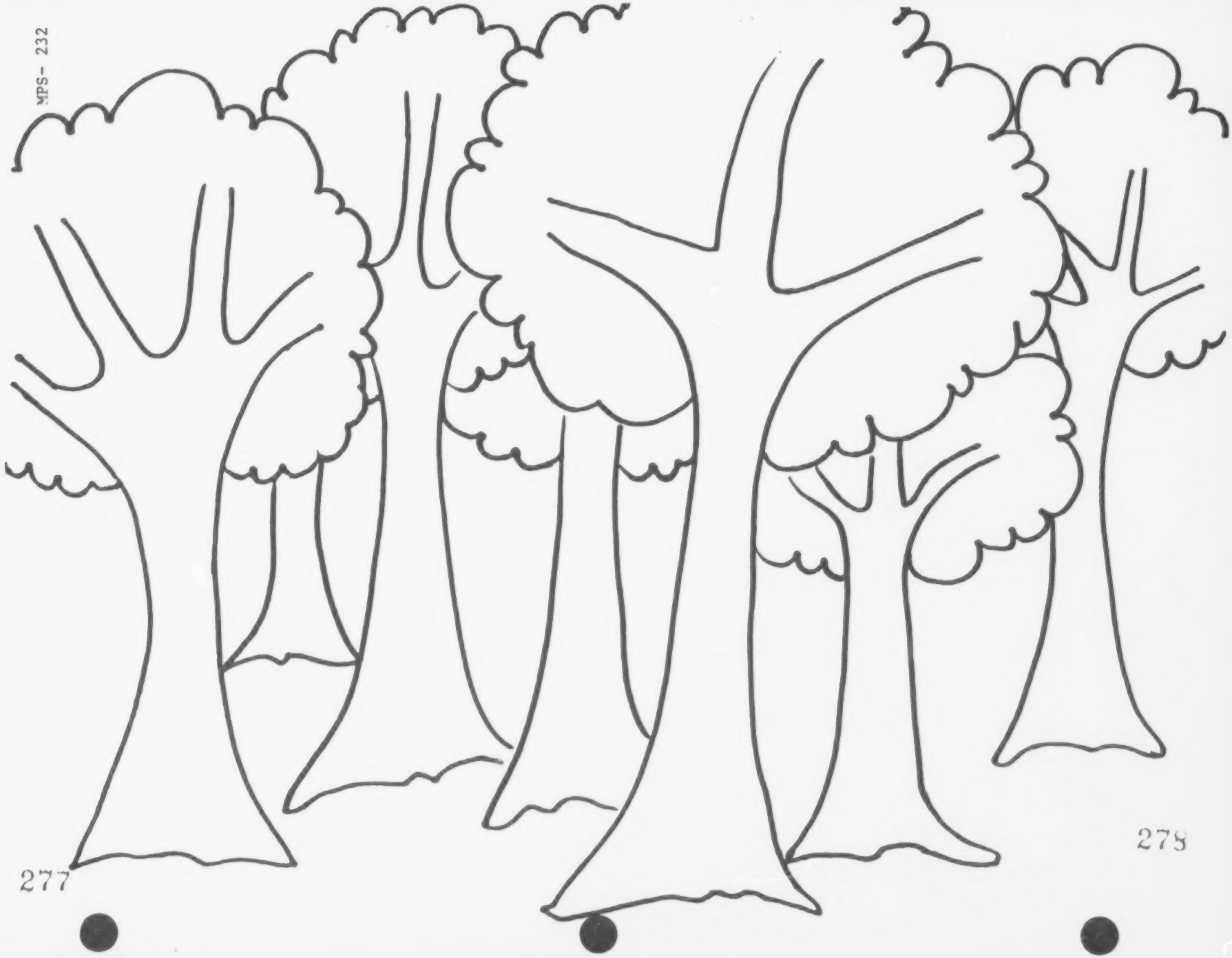
(The remaining pictures can be used as visuals for story telling.)

BEST COPY AVAILABLE

"Die Drei Bären

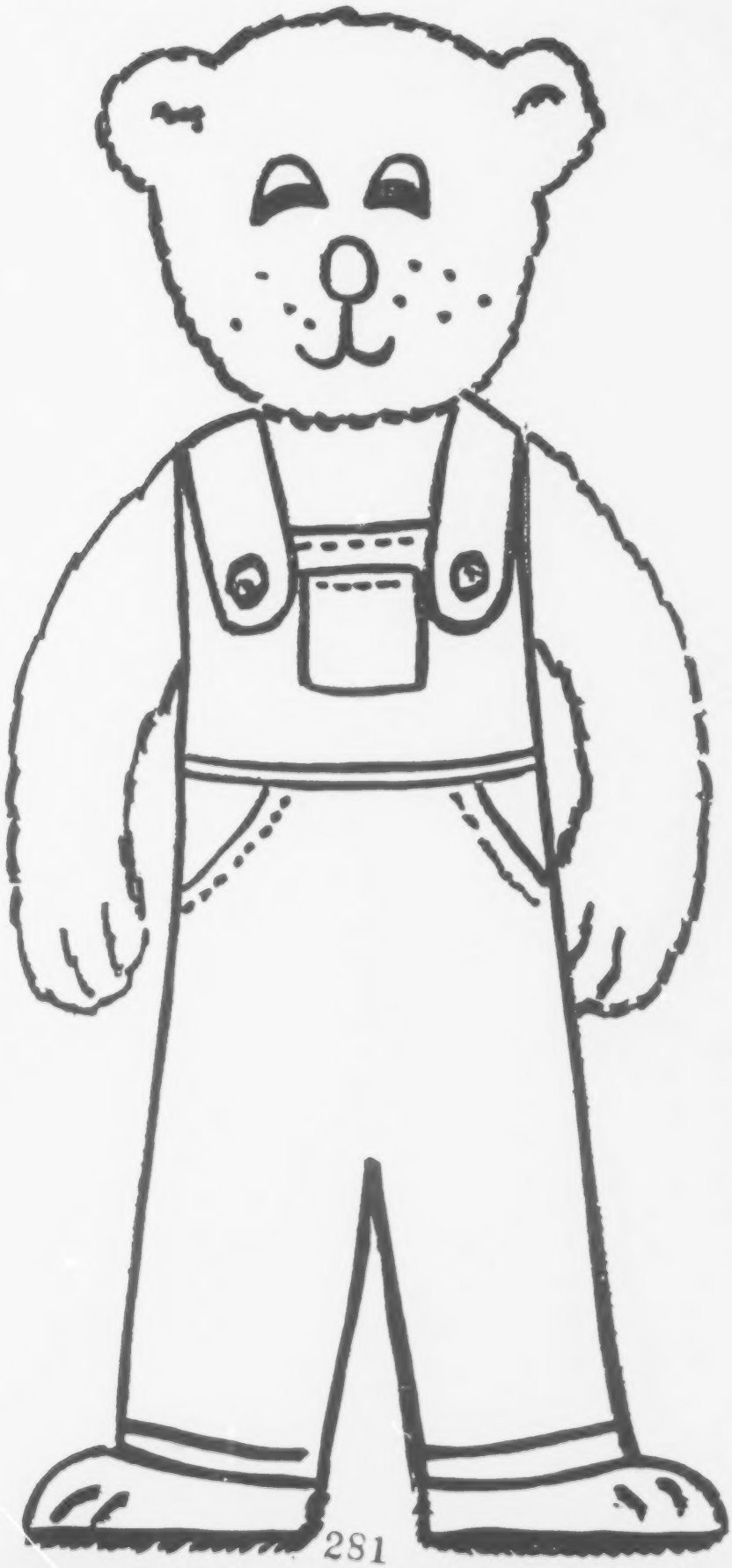
MPS- 231

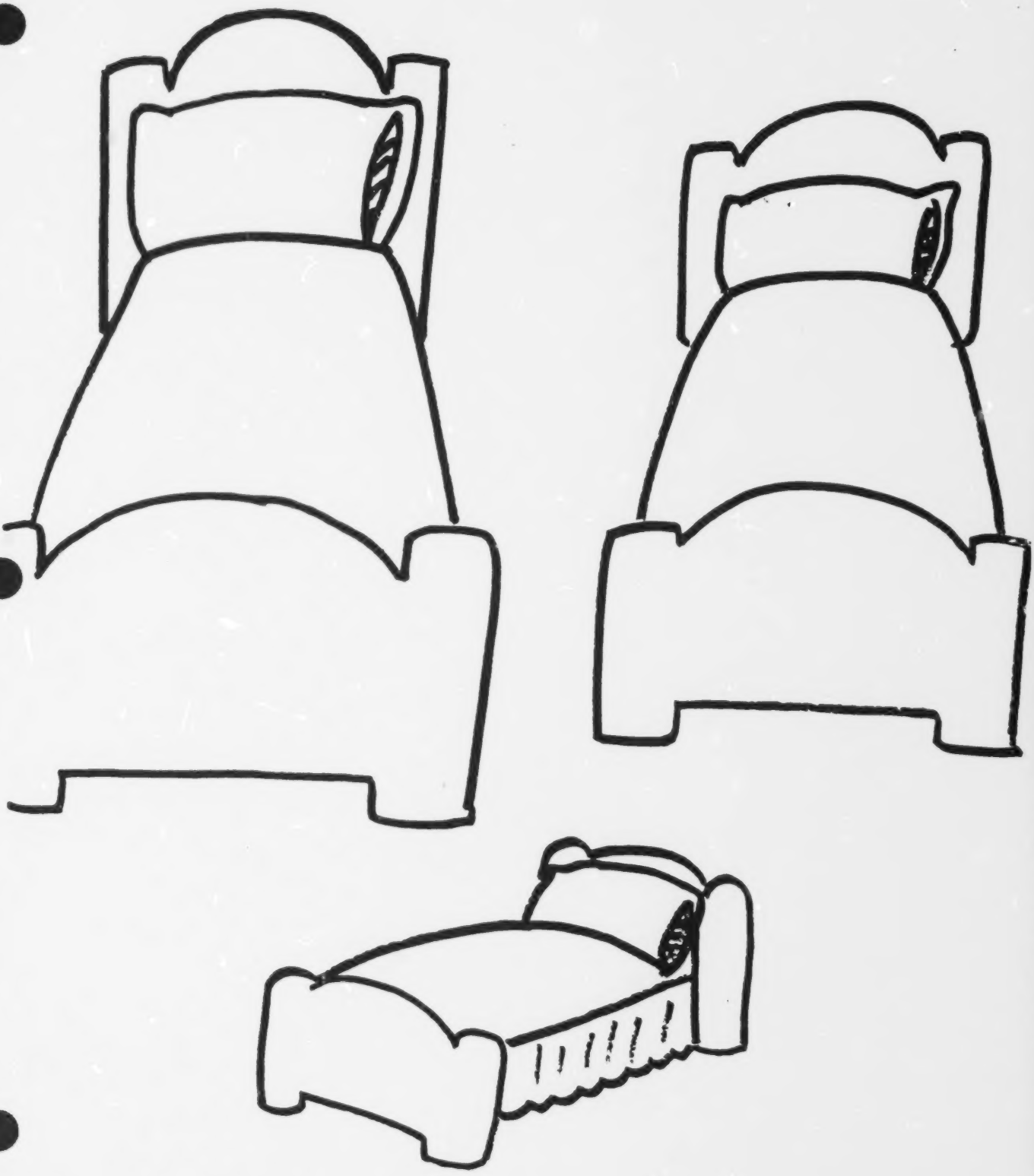
MPS- 232



277

278





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Text for the Three Bears Color and Size Comparison Booklet

Picture of House	The Three Bears live in a house. The house is in the forest. In the forest there are many green trees. The house of the Three Bears is white. The chimney is red. The roof is also red. The door is green. The windows (shutters) are also green.
Picture of Bears in Forest	The Three Bears take a walk in the forest. In the forest there are many trees. The trees are green. The branches are black. Papa Bear is wearing a red shirt. Baby Bear is wearing a yellow outfit.
Picture of Goldilocks	Here is Goldilocks. The girl has blonde hair and blue eyes. She has a red ribbon in her hair. She is wearing a blue and white skirt. She is wearing black shoes. She is wearing red socks.
Picture of Table and Bowls	On the table there are three bowls. The big bowl is blue. The middle bowl is red. The little bowl is yellow. The girl tastes the soup from the little bowl.
Picture of Chairs	In the house there are three chairs. The big chair is blue. The middle chair is red. The little chair is yellow. The girl sits on the little chair.
Picture of Beds	In the house there are three beds. The big bed is blue. The middle bed is red. The little bed is yellow. The girl sleeps on the little bed.
Picture of Baby Bear	The little bear is black. He is wearing a white shirt and yellow pants. The little bear is crying. He is hungry and there is no soup in the little bowl.

The remaining pictures can be used as visuals for story telling.

DIE DREI BÄREN

In einem Haus, in einem Walde, wohnen drei Bären: Der Vater Bär, die Mutter Bärin und das kleine Bärenkind.

In dem Haus sind drei Betten: ein großes Bett für den Vater Bär, ein mittelgroßes Bett für die Mutter Bärin und ein kleines Bettchen für das Bärenkind.

Es gibt auch drei Stühle: einen großen Stuhl, einen mittelgroßen Stuhl und ein kleines Stühlchen.

Es gibt auch drei Teller und drei Löffel: einen großen Teller und einen großen Löffel; einen mittelgroßen Teller und einen mittelgroßen Löffel und ein kleines Tellerchen und ein kleines Löffelchen.

Eines Tages sagt der große Bär:

-- „Ich habe Hunger."

Die mittelgroße Bärin sagt:

-- „Ja, ich habe auch Hunger."

Das kleine Bärchen sagt:

-- „Ja, ja, ich habe auch Hunger."

Die Mutter Bärin kocht einen Brei.

Die Mutter Bärin sagt:

-- "Für den großen Vater Bär mache ich viel Brei. Für mich weniger Brei und für das Bärenkind nur ein bißchen Brei. Essen wir jetzt!"

Der große Bär nimmt dann den Löffel in die Hand und kostet den Brei und sagt:

-- "Der Brei ist viel zu heiß!"

Die Mutter Bärin sagt:

- „Ja, das stimmt, er ist wirklich zu heiß."

Das kleine Bärenkind sagt:

-- „Ja, ja, der Brei ist sehr heiß."

Der Vater Bär sagt:

-- „Gehen wir im Wald spazieren!"

Die Mutter Bärin sagt:

-- „Ja, gehen wir im Wald spazieren!"

Das kleine Bärenkind sagt:

-- „Ja, ja, gehen wir im Wald spazieren!"

Die drei Bären gehen im Walde spazieren. Sie lassen die Tür offen. Der heiße Brei steht noch auf dem Tisch.

Ein Mädchen betritt das Haus und sieht die Teller auf dem Tisch.

Das Mädchen sagt:

-- „Ich habe Hunger."

Sie nimmt einen Löffel und kostet den Brei von dem großen Teller und sagt:

-- „Dieser Brei ist viel zu heiß!"

Das Mädchen nimmt nun den mittelgroßen Löffel und kostet den Brei von dem mittelgroßen Teller und sagt:

-- „Dieser Brei ist auch zu heiß!"

Das Mädchen nimmt den kleinen Löffel und kostet den Brei von dem kleinen Tellerchen und sagt:

-- „Dieser Brei ist sehr gut!"

Dann sieht das Mädchen die drei Stühle.

Das Mädchen sagt:

-- „Ich bin müde. Ich geh' und setze mich hin."

Das Mädchen probiert die Stühle aus, einen nach dem andern. Als sie den großen Stuhl ausprobiert sagt sie:

-- „Dieser Stuhl ist gar nicht bequem!"
Dann probiert sie den mittelgroßen Stuhl aus.
-- „Dieser Stuhl ist auch nicht bequem!"

Dann versucht sie das kleine Stühlchen und sagt:

-- „Dieses Stühlchen ist sehr bequem!"

Das Mädchen setzt sich hin und das Stühlchen geht kaputt.

Das Mädchen sieht nun die drei Betten und sagt:

-- „Das große Bett ist gar nicht bequem!"

-- „Das miltelgroße Bett ist auch nicht bequem!"

-- „Aber dieses kleine Bettchen ist sehr bequem!"

Sie legt sich hin und schläft ein.

Nach einer Weile kommen die Bären zurück. Sie sehen die Löffel und die Teller und der große Bär sagt:

-- „Jemand hat von meinem Brei gekostet!"

Die mittelgroße Bärin sagt:

-- „Ja, jemand hat auch von meinem Brei gekostet!"

Das kleine Bärchen sagt:

-- „Ja! Ja! Jemand hat meinen Brei ganz aufgegessen!"

Dann sehen die drei Bären ihre Stühle und der große Vater Bär sagt:

-- „Jemand saß in meinem Stuhl."

Die Mutter Bärin sagt:

-- „Ja, jemand saß auch in meinem Stuhl!"

Das kleine Bärchen weint und sagt:

-- „Jemand hat mein Stühlchen kaputt gemacht!"

Dann sehen die drei Bären ihre Betten und der große Bär sagt:

-- „Jemand lag auf meinem Bett!"

Die Mutter Bärin sagt:

-- „Ja, ja, jemand lag auch auf meinem Bett!"

Das kleine Bärchen sagt:

-- „Mutti! Vati! Kommt schnell! In meinem Bett liegt ein Mädchen!"

Der Vater Bär sagt:

-- „Oh, ja! Das ist ein hübsches Mädchen!"

Die Mutter Bärin sagt:

-- „Ja, sie ist hübsch!"

Das kleine Bärchen sagt:

-- „Ja, ja, sie ist hübsch!"

Das Mädchen öffnet die Augen, sieht die Bären und springt aus dem Bett. Es läuft durch den Wald nach Hause und kommt nie wieder zurück.

DAS ENDE

BEST COPY AVAILABLE

ROTKÄPPCHEN

In einem Häuschen tief im Walde wohnte ein Mädchen mit ihrer Mutter und ihrem Vater. Es hieß Rotkäppchen.

Am anderen Ende des Waldes lebte ihre Oma.

Eines Tages rief die Mutter Rotkäppchen: „Rotkäppchen, Rotkäppchen!"

Rotkäppchen: „Ja, Mutti."

Die Mutter: „Aber Rotkäppchen, sei vorsichtig! Geh nicht vom Wege ab, denn es lebt ein Wolf im Wald."

Rotkäppchen: „Ja, Mutti."

Das Mädchen lief nun, mit dem Körbchen voller Essen durch den Wald. Der Wolf saß am Wegesrand.

Als der Wolf das Mädchen sah, sagte er zu ihr: „Hallo, Rotkäppchen! Wohin gehst du?"

Rotkäppchen: „Ich gehe zu meiner Oma und bringe ihr dieses Körbchen mit Essen."

Der Wolf: „Ach so, ist die Oma krank?"

R: „Ja."

W: „Wo wohnt sie denn?"

R: „Meine Oma wohnt am anderen Ende des Waldes."

W: „Ach so! Viel Spaß, Rotkäppchen. Auf Wiedersehen!"

Das Mädchen ging weiter. Der Wolf aber lief schneller durch den tiefen Wald zum Häuschen der Oma. Er klopfte an die Tür.

Oma: „Wer ist da?"

W: „Ich bin's, Rotkäppchen. Ich bringe dir ein Körbchen mit Essen." (Der Wolf ahmte das Mädchen nach.)

O: „O, wie schön. Komm herein!"

Der Wolf ging in das Häuschen.

BEST COPY AVAILABLE

W: „Ich habe Hunger!"

O: „Ach, du lieber Himmel! Du bist der Wolf!"

Auf einmal sprang die Oma aus dem Bett und lief in den Wald hinein.

Dann kletterte der Wolf in das Bett der Oma.

Endlich kam Rotkäppchen zum Häuschen und stand draußen vor der Tür und rief.

R: „Oma!"

W: „Wer ist da?"

R: „Ich bin's, Rotkäppchen. Ich brachte dir ein Körbchen mit Essen."

W: „Komm herein!"

Rotkäppchen betrat das Häuschen und der Wolf, der Omas Kleidung trug, versteckte sich im Bett.

R: „Guten Tag, Oma. Hier ist das Körbchen."

W: „Danke schön, Rotkäppchen."

R: „Oma, du bist wirklich sehr krank."

W: „Ja, mein Mädchen."

R: „Wieso hast du solche große Augen?

W: „Um dich besser sehen zu können."

R: „Wieso hast du solche große Ohren?"

W: „Um dich aufzufressen!!"

Im selben Augenblick zog der Wolf das Nachthemd aus, sprang aus dem Bett und erschrak das arme Mädchen.

R: „Ach, nein! Du bist der Wolf! Hilfe! Hilfe!"

Da kam gerade zum rechten Zeitpunkt, die Oma, mit Rotkäppchens Vater und dem Hund, zurück. Der Vater ging mit dem Hund in das Haus.

W: „Hilfe! Ein Hund! Hilfe!"

Der Wolf sauste aus dem Haus und kam nie wieder zurück.

Rotkäppchen hatte sich wieder beruhigt und wenn sie nicht gestorben ist dann lebt sie noch heute.

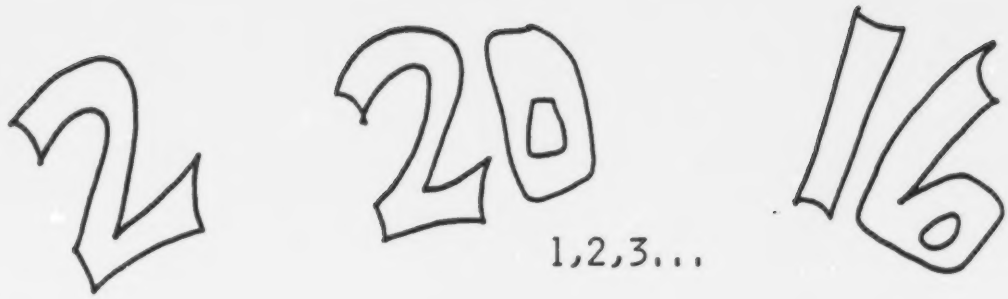
DAS ENDE

Appendix E

German

Wordsearch and

Crossword Puzzle Activities



O	P	D	G	N	J	M	Y	V	S	J	M	R	C	U	M	P
F	Q	R	M	W	K	A	R	F	S	L	L	Y	J	M	S	M
P	Q	E	Z	W	E	I	S	U	U	J	Z	I	U	Y	G	H
X	V	I	E	R	Z	E	H	N	P	B	W	T	D	I	D	N
H	S	H	H	Y	W	I	A	F	Z	T	A	V	D	F	S	D
N	E	U	N	O	O	S	B	Z	A	N	N	I	I	U	A	H
F	Q	H	T	A	L	N	S	E	C	H	Z	E	H	N	U	P
T	B	U	N	X	F	J	C	H	H	T	I	R	K	F	N	U
R	D	R	E	I	Z	E	H	N	T	R	G	P	K	S	N	B
N	E	S	L	C	V	E	J	O	Z	I	H	U	L	B	U	H
S	T	U	F	M	W	D	F	K	E	S	I	E	B	E	N	F
J	X	A	X	Z	Q	O	K	H	H	I	M	I	H	L	K	G
H	T	H	R	H	X	C	R	K	N	E	U	N	Z	E	H	N
B	P	C	B	U	D	K	T	J	X	B	C	S	N	N	I	I
X	K	V	A	Z	H	X	V	R	N	Z	A	Z	X	K	E	C
G	K	Q	M	Z	C	T	C	U	S	E	C	H	S	F	C	O
A	T	B	G	E	V	V	X	L	O	H	H	Z	R	M	X	X
K	Y	N	I	N	W	N	B	N	S	N	T	B	S	F	W	V

Kannst du diese Wörter finden?

NEUNZEHN
SECHZEHN
DREIZEHN
ZWÖLF
NEUN
VIER
EINS

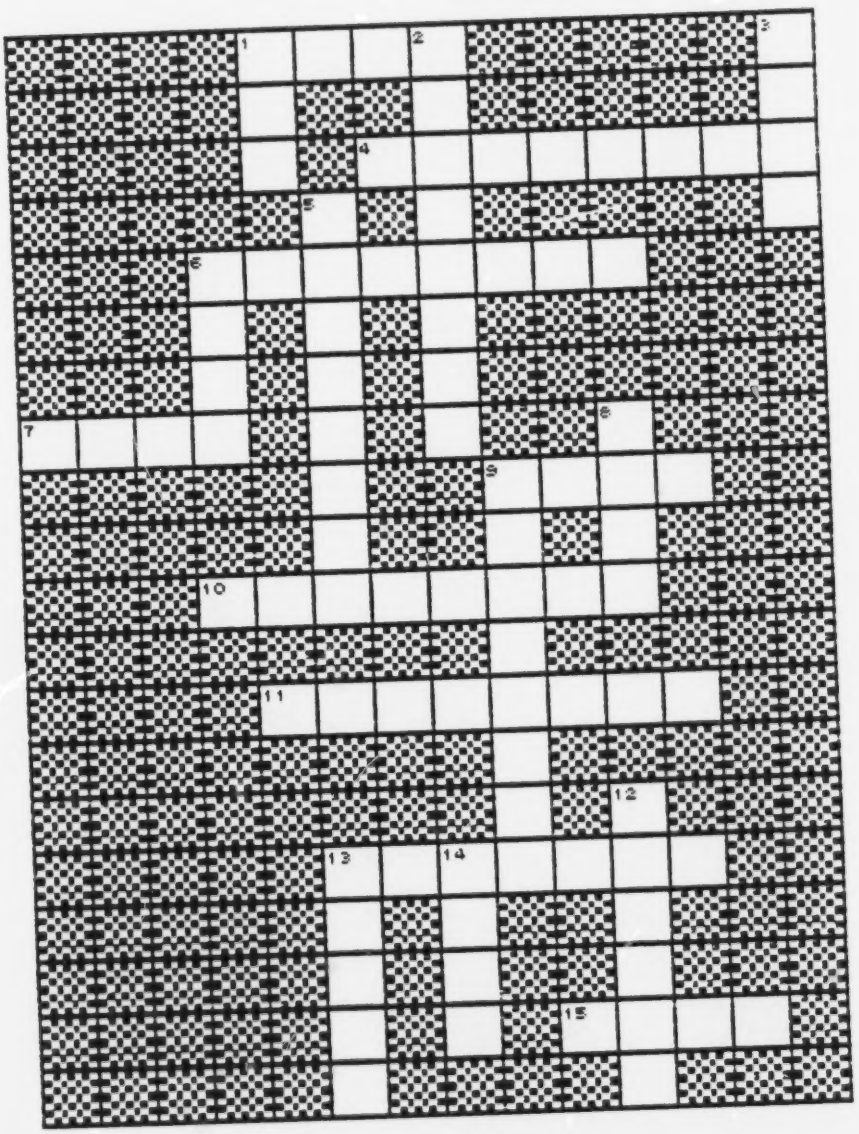
ACHTZEHN
FÜNFZEHN
ZWANZIG
SECHS
ACHT
DREI
ELF

SIEBZEHN
VIERZEHN
SIEBEN
ZEHN
FÜNF
ZWEI

Answer Key for:

EINS . . . ZWEI . . . DREI . . .

Eins Zwei Drei



Senkrecht

1 11

2 17

3 5

5 16

6 3

8 10

9 14

12 7

13 12

14 8

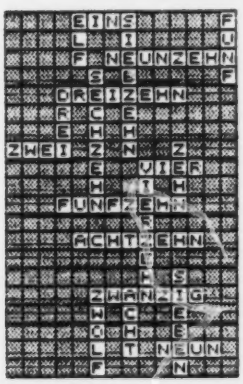
Waagerecht

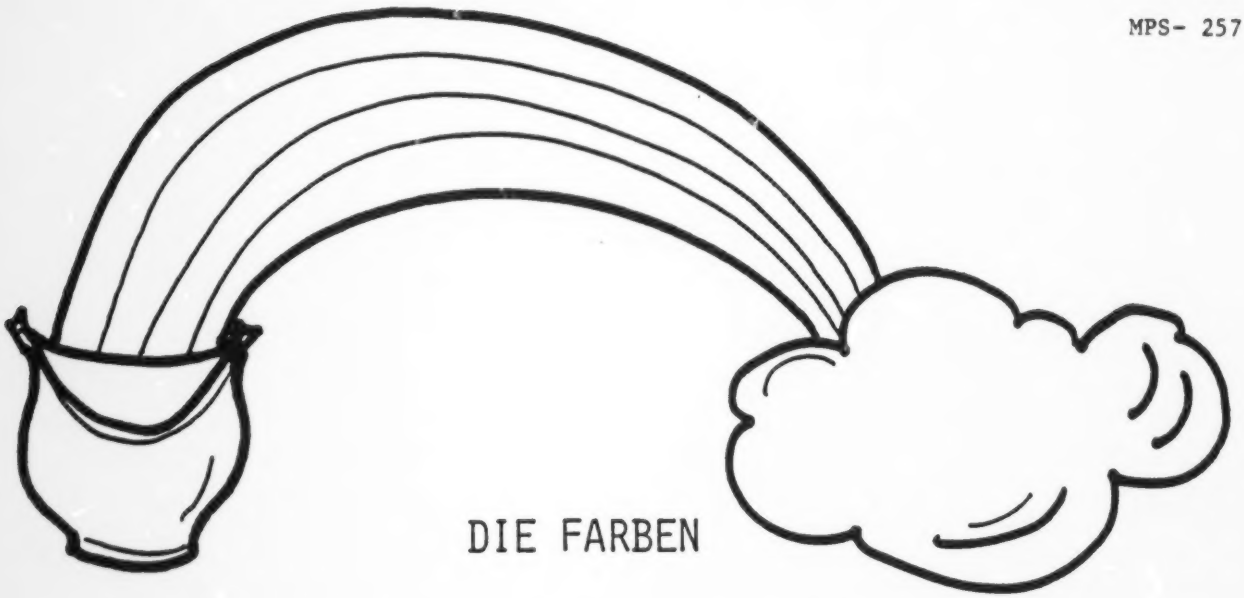
1 4 6 7 9 10 11 13 15

1 19 13 2 4 15 18 20 9

MPS- 256

EINS ZWEI DREI





DIE FARBEN

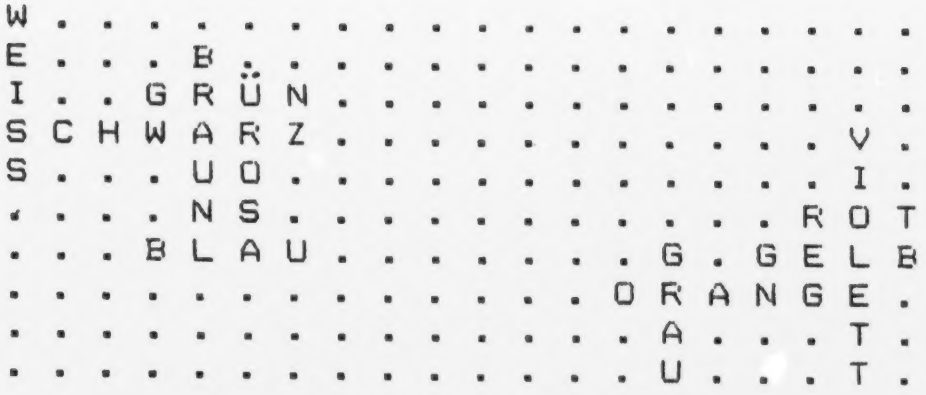
W D H E W X N Y H O B H D Q W Z L R A P
E L U T B S C K S Ü F R Q F Z R E B O V
I V N G R Ü N M B A Q C W L S I P Z C T
S C H W A R Z J K F Z M E B Y C Q Y V J
S R Q D U O N Z V T T V A V C Y G U I E
B V X F N S G V N Q R Z P J P H L R O T
A M I B L A U X X L A C O C G H G E L B
O K J S Z M G V E M P S F O R A N G E F
G M Z Y Z I R K N T O C Ü M A M P A T T
H E W W Y J W G B B M E Ü P U C L G T V

Kannst du diese Wörter finden?

SCHWARZ
WEISS
ROSA
GELB
VIOLETT
BRAUN
BLAU
ROT
ORANGE
GRAU
GRÜN

Answer Key for:

DIE FARBEN



TIERE

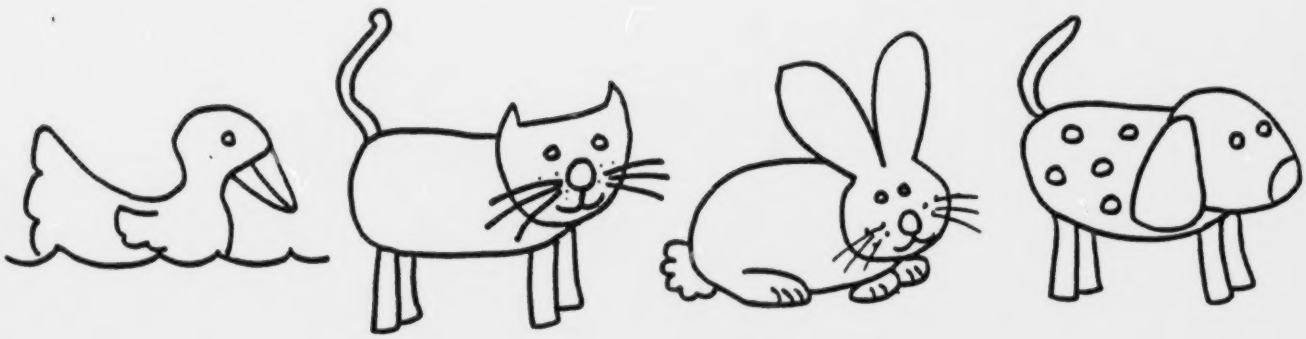
C V F D B D M B X Z E R J
F C I J L K A T Z E B E M
W I S C H W E I N G J T E
I E C T E F L G I S E T R
K U H U N D E E P T L D O
N Q L A N F F R Z G U X Q
O V Ö G E L A K E Q D H S
L M W A N L N B F M M H H
T I E R T I T I O W J E T
H I E B E T E W V Z M Z R
L N B S F A V E A R H H F
Q F U W T E J H R N W R P
A E P I F D W B X O L Q D
W S D A F L R P D P J B Q
E L H L X R V F J Q L Ä Q
A V R I J J J M R H A S E
U X F C S L L H R Y F B O
L Z J D Y Q I R B R F Ä O
T B K Q O V Ö V P F E R D

Kannst du diese Wörter finden?

ELEFANT
HENNE
2 VÖGEL
LÖWE
HUND
KUH

SCHWEIN
PFERD
KATZE
ENTE
TIER

TIGER
FISCH
AFFE
HASE
BÄR

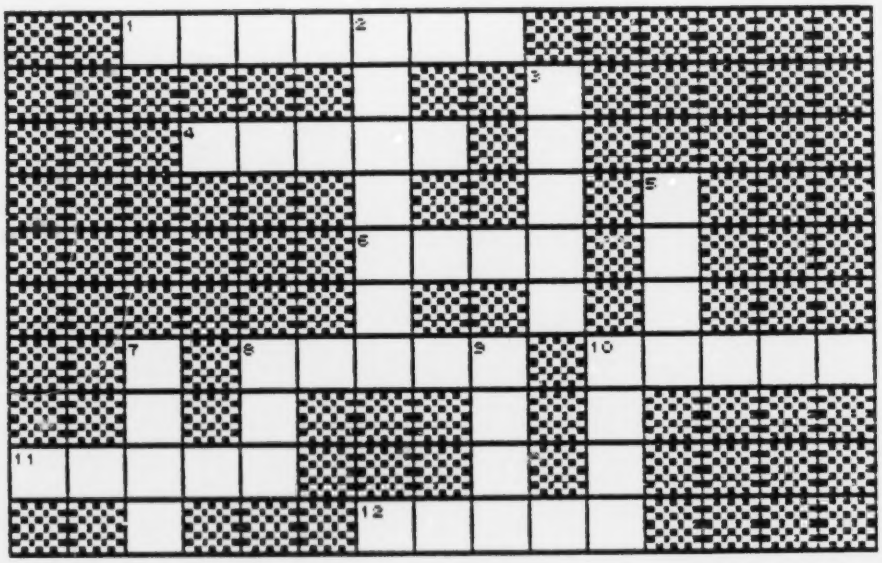


Answer Key for:

TIERE

```
. . F . . . . . . . . .
. . I . . K A T Z E . . .
. . S C H W E I N . . . .
. . C . E . L G . . . . .
K U H U N D E E . . . . .
. . L . N . F R . . . . .
. V Ö G E L A . . . . . .
. . W . N . N . . . . . .
T I E R T . T . . . . . .
. . . . E . . . . . . . .
. . . . . . . . . . . . .
. . . . . . . . . . . . .
. . . . . . . . . . . . .
. . . . . . . . . . . . .
. . . . . . . . . . . . .
. . . . . . . . . . . . .
. . . . . . . . . H A S E
. . . . . . . . . . F B .
. . . . . . . . . . F Ä .
. . . . . . . . . P F E R D
```

TIERE



Waagerecht

1

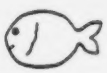
4

6

8

10

11



12

Senkrecht

2

3

5

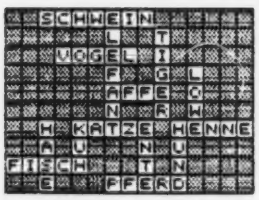
7

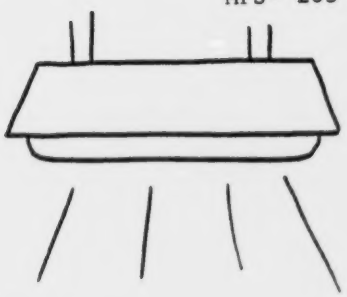
8

9

10

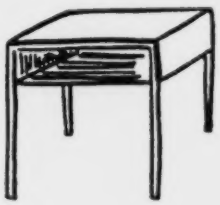
TIERE

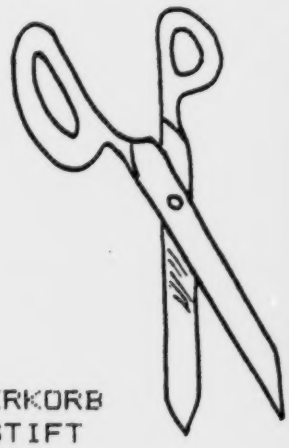

SCHWEIN
L T
VOGEL I
F G L
AFFE K
N F H
H KATZE HENNE
A U N U
FISCH T N
E PFERD



IN DER SCHULE

D M Y E R V S I I K B K F E F S O Z B
D N V J G K F Q L N B L E I S T I F T
A O C F R R K F H T G E N X C I I L D
E X D Ü Y T V E E A B B S M H Y Y C K
P Q X Q V U C T B W R S T N E V U I N
O L S A F Q L Z D Z M T E O R K U A R
Q Ü P E N E C H D A S O R P E E I S W
P H S X S Q W A C H S F A R B E N Y K
I Z R V Y J R R L Z C F J F C P J X H
L G C Z S H J H F A H N E G P W A N Z
V T W E T P A P I E R K O R B O B B G
P E N F U S S B O D E N X I U Z J W K
L W B W H P K K R E I D E P C L I Q Z
T A F E L Z U T Ü R B M E F H G G O Q
C N C U Q K L I C H T Y K L X T Q A D
R D F N J D I S D F I E X R W Q S X C
K T L R W T K C E S S L Q Z W J T N N
G S Ü Z C O A H G M C Q D Y K G C L V
E L T H H E P R W T H N K O A B J V H





Kannst du diese Wörter finden?

SCHREIBTISCH
FUSSBODEN
FENSTER
KREIDE
TISCH
WAND
TÜR

WACHSFARBEN
KLEBSTOFF
SCHERE
FAHNE
STUHL
KULI

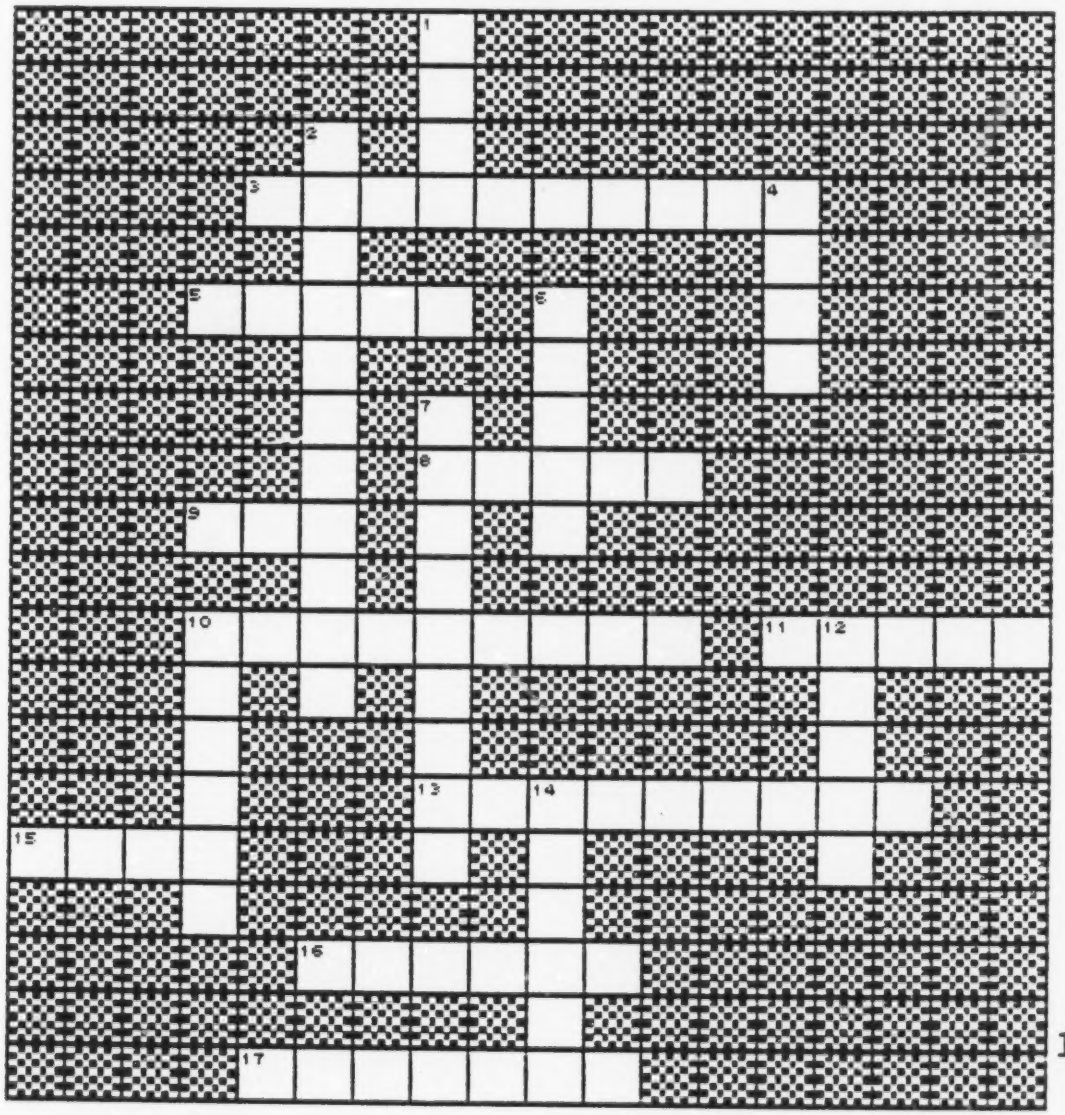
PAPIERKORB
BLEISTIFT
PAPIER
LICHT
TAFEL
BUCH

Answer Key for:

IN DER SCHULE

K F
B L E I S T I F T
E N . C
B S . H
S T . E
T E . R
O R . E
W A C H S F A R B E N
C F
S F A H N E
T P A P I E R K O R B
F U S S B O D E N . . U
W . . H . K K R E I D E . C
T A F E L . U T U R B . . . H
N L I C H T
D I S . . I
C . . S
H . . C
H

IN DER SCHULE



Senkrecht

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Waagerecht

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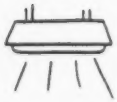
8 

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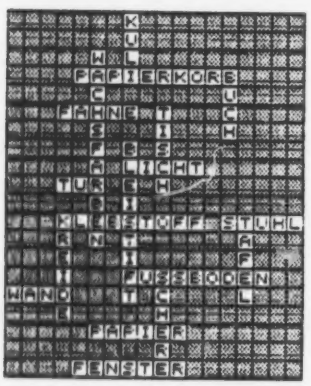
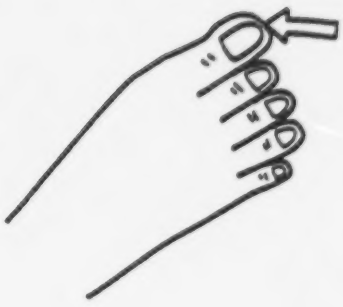
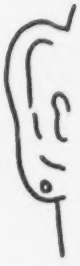
IN DER SCHULE





DER KÖRPER



A	L	R	C	J	C	O	H	R	C	Z	Q	S	A	M	M
Ä	L	W	X	O	N	F	A	R	M	M	D	J	K	F	X
Q	P	K	O	P	F	I	N	T	O	D	H	B	L	X	I
R	B	V	Z	M	U	N	D	Z	H	W	D	I	Y	F	X
K	Ä	G	K	V	S	G	A	F	A	A	R	H	R	V	T
B	E	I	N	A	S	E	K	G	A	Z	O	L	M	K	U
P	W	F	I	K	Ö	R	P	E	R	Ä	A	G	I	U	V
B	S	Z	E	H	E	L	Y	S	C	H	U	L	T	E	R
J	F	Q	E	H	P	P	L	I	K	N	G	Ö	C	G	S
R	X	E	H	M	J	I	U	C	L	E	E	A	W	N	U
V	P	C	W	C	T	Z	U	H	V	M	P	T	E	F	C
Z	V	Z	C	L	S	K	K	T	B	U	M	D	V	E	A

Kannst du diese Wörter finden?

SCHULTER
FINGER
NASE
KNIE
HAND
OHR

GESICHT
ZÄHNE
AUGE
ZEHE
BEIN
ARM

KÖRPER
MUND
HAAR
FUSS
KOPF

Answer Key for:

DER KÖRPER

```
. . . . . OHR . . . . . .
. . . . . FARM . . . . . .
. . KOPFIN . . . . . .
. . . . MUND . H . . . . .
. . . K . SG . . A . . . . .
BEINASE . GAZ . . . . .
. . . IKORPERAA . . . .
. . ZEHE . . SCHULTER
. . . . . I . NG . . . .
. . . . . C . EE . . . .
. . . . . H . . . . . .
. . . . . T . . . . . .
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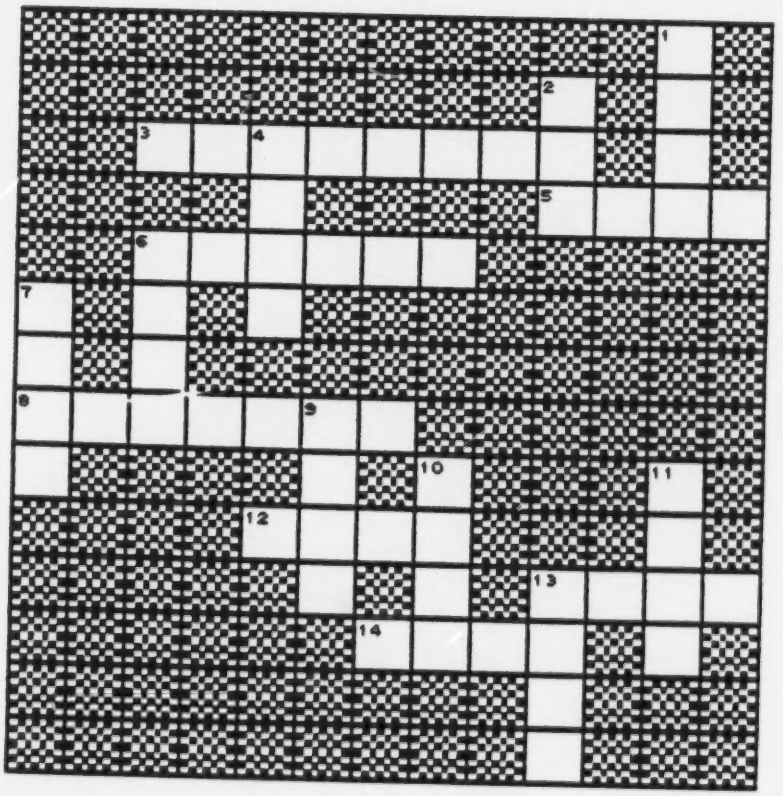
Der Körper



Senkrecht

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Waagerecht

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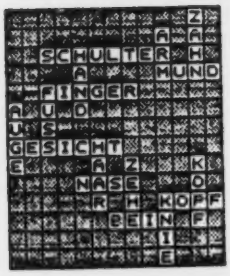
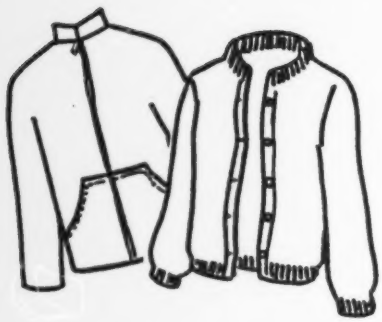
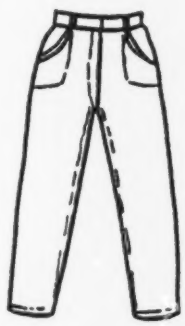
DER KÖRPER





WAS WIR TRAGEN

B N R Ü N F B J I U T Ü J F L D I
A X N W E C V F Q X Z L A D N F O
E D E S G Y H K F E F M C B H Q K
C G R I P I U B P V R I K L E I D
M W V P U S T R Ü M P F E U M N K
F A W G L A S I I R Y H L S D G O
K O E J L N S L C V I P B E M M K
Q M B M O D X L C G T F X Z Y N E
L K I L V A O E V W F C B C S H W
M A N T E L M F M I O G I T L D J
E L O Y R E G E N S C H I R M P X
S H X Z O N Ü M S A R M E V E H E
N H Z T C G R A L X T B M E F Ü V
M O S R K F T T Z I C T T H R M X
P S C H U H E M A T T N G W K F N
O E T W A W L X M I N W W K I W W



Kannst du diese Wörter finden?

REGENSCHIRM
STRÜMPFE
BRILLE
KLEID
HOSE
PULLOVER
MANTEL
SCHUHE
BLUSE
HEMD
SANDALEN
GÜRTEL
JACKE
ROCK
HUT

Answer Key for:

WAS WIR TRAGEN

```
. . . . . . . . . . . . J . . . .
. . . . . . . . . . . . A . . . .
. . . . . . H . . . . . C B H . .
. . . . P . U B . . . . K L E I D
. . . . U S T R Ü M P F E U M . .
. . . . L A . I . . . . . S D . .
. . . . L N . L . . . . . E . . .
. . . . O D . L . . . . . . . . .
. . . . V A . E . . . . . . . . .
M A N T E L . . . . . . . . . . .
. . . . R E G E N S C H I R M . .
. . . . O N U . . . . . . . . . .
. H . . C . R . . . . . . . . . .
. O . . K . T . . . . . . . . . .
. S C H U H E . . . . . . . . . .
. E . . . . L . . . . . . . . . .
```

WAS WIR TRAGEN

Senkrecht

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Waagerecht

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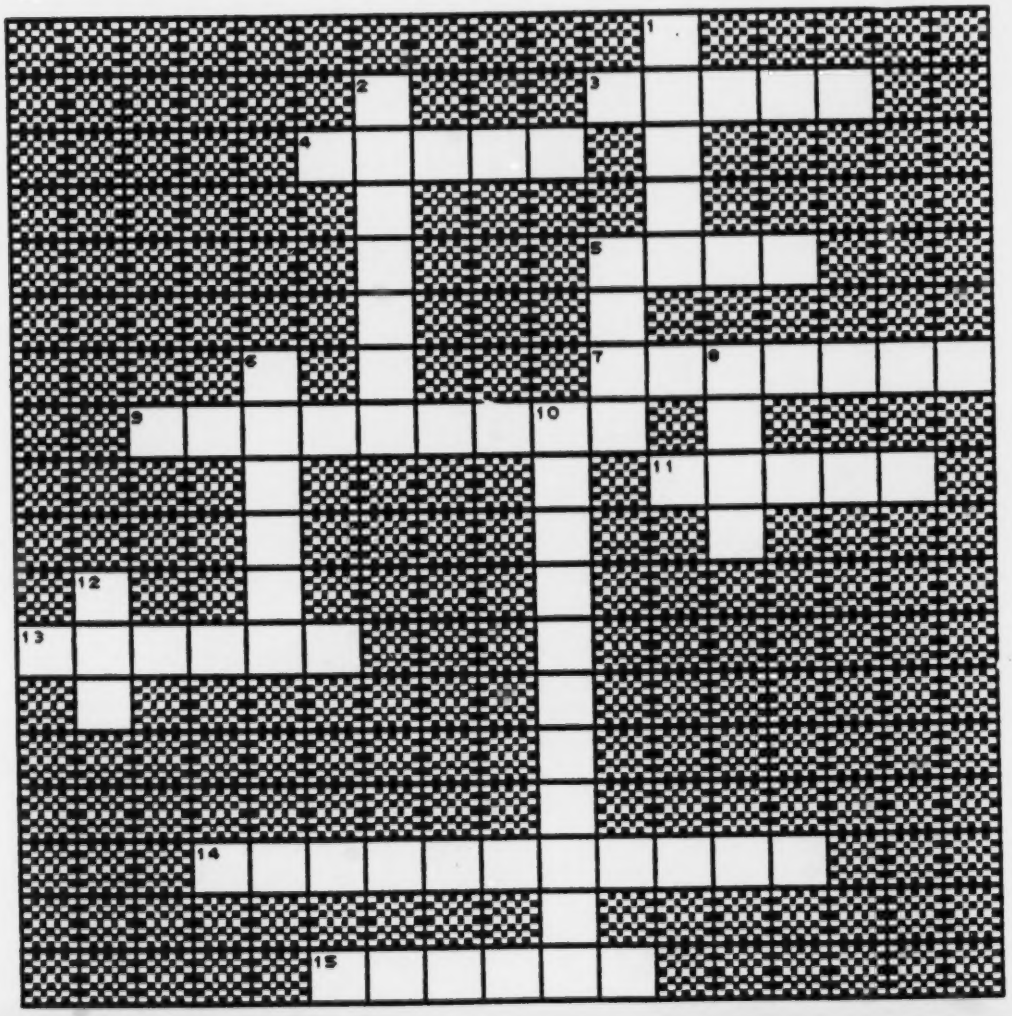

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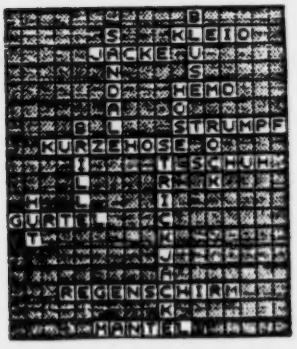
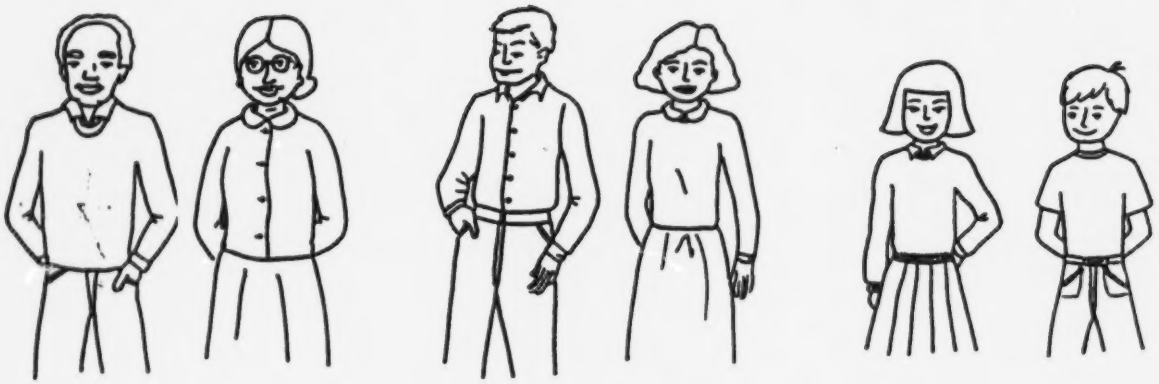
15

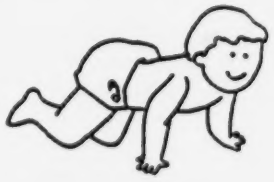
WAS WIR TRAGEN





DIE FAMILIE

I N J G J S Q Y W V F O Z N P U H K G
S E M Q U Y C I E N K E N F T W S Q P
Y B M S N P U X K F P A M Ä D C H E N
F J H K G B W N G R O S S M U T T E R
S C H W E S T E R Ä H Y K I N D E R S
C B K L E U K X O U L T Y L K F M O L
T A S C B M X R S L D X E I F W B X L
S S F R A U U F S E J I J E W T K S T
E Y D X X T I L V I C E K S Z T G W N
L Z G W S T D M A N N X C M N E J P E
Z B B O U E V A T E R N H V S H E K G
Q E V A B R U D E R T B O Q M V N K D
O P G F A M H E R R A G I Z Ä C R D H
S B P E B K K O V M E R L Q L Ä J K W
K C H H Y I J W W F M V Q D M C E V Z



Kannst du diese Wörter finden?

GROSSMUTTER
FRÄULEIN
BRUDER
VATER
KIND
HERR

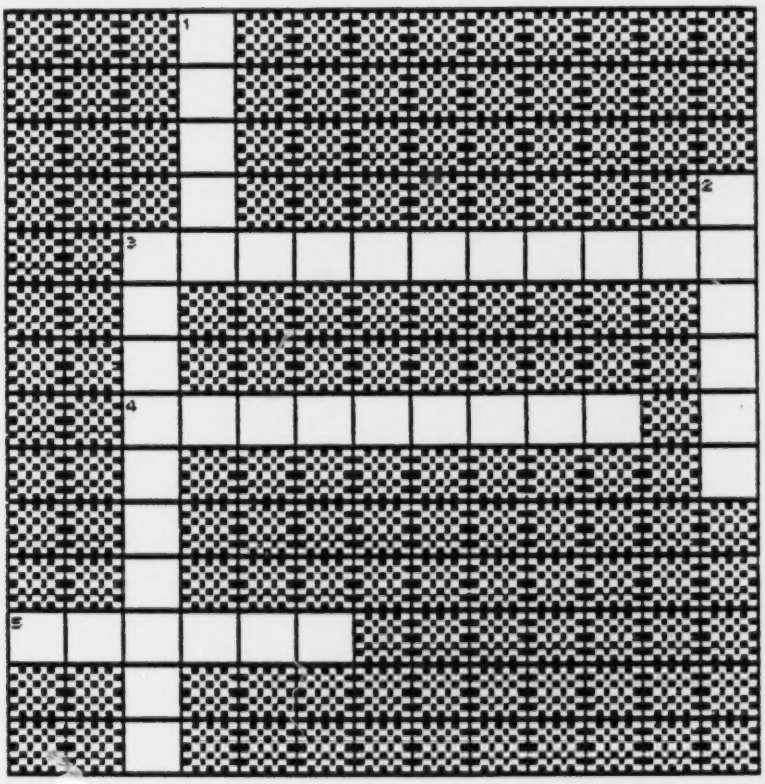
GROSSVATER
FAMILIE
MUTTER
JUNGE
MANN

SCHWESTER
MÄDCHEN
KINDER
BABY
FRAU

Answer Key for:

DIE FAMILIE

DIE FAMILIE



Senkrecht

1

2

3

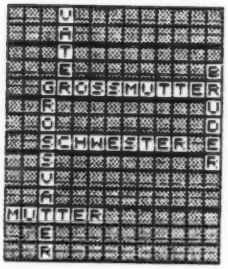
Waggerecht

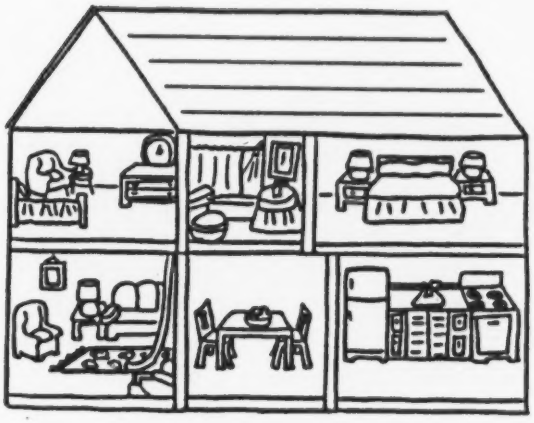
1

2

3

DIE FAMILIE





DAS HAUS

Y G Y J K U Y G W G X L A P Y H Ö T X I G
D K B W Ü S S V A A B Y A W B O W W T S I
H F O T C P U X I S Z I D H B P D E R Q I
J H F E H G B V H K B V G F K E O B P Y A
L A M P E L H J C I Z O X B Y I F K R N U
R U K P P G O G M Y G R B B O W L W T C W
N S Q I W E S T I S C H L A F Z I M M E R
V O S C H R A N K P W Ä B D Z Z U Q D C R
D W O H N Z I M M E R N E E E W U M K C Q
N D I M C H I K G I A G Z Z V M P C X E O
Z Z Ü I L B L S H S A E J I O E G T R V S
R D C T F E R N S E H E R M Q Z T D N Q X
B B W Y E T A V T S P X O M T Ö N L C C Y
H P X P M T D D U A K K A E N H Y T M D W
V Q V I A J I S H A Y X L R X V X P C D P
N O M C K F O B L L T K Y D K Q C F I N S

Kannst du diese Wörter finden?

SCHLAFZIMMER
WOHNZIMMER
TEPPICH
LAMPE
KÜCHE
BADEZIMMER
FERNSEHER
SCHRANK
TISCH
BETT
SPEISESAAL
VORHÄNGE
RADIO
STUHL
HAUS

Answer Key for:

DAS HAUS

DAS HAUS

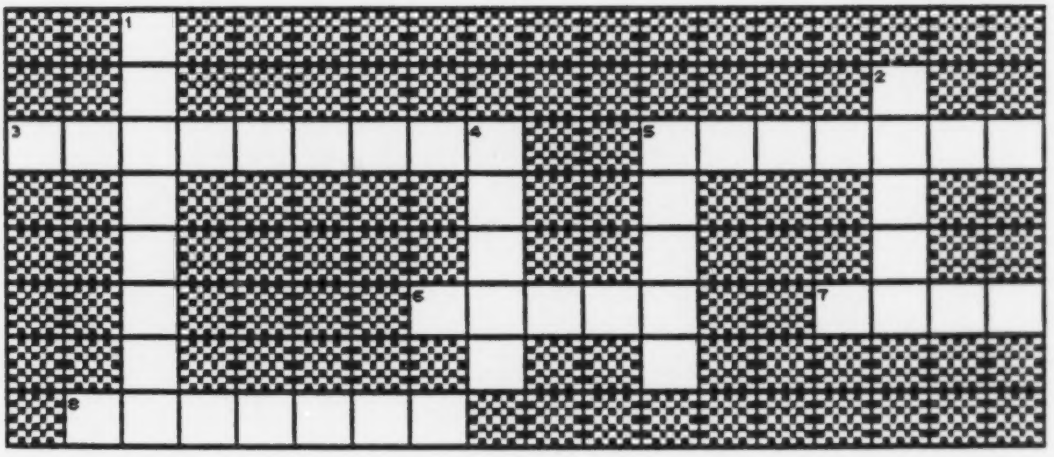
Senkrecht

1

2

4

5



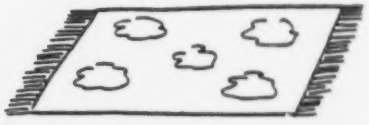
Waagerecht

3

5

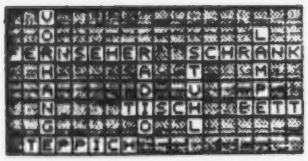
6

7



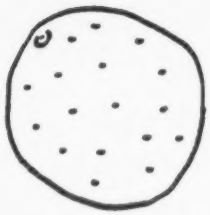
8

DAS HAUS



MAHLZEIT

W	Ö	Y	Z	O	V	Q	M	Ü	J	G	R	N	B	L	G
K	G	L	G	B	P	M	S	J	L	E	A	Z	T	B	F
C	Q	L	X	S	K	Y	V	F	H	M	K	M	A	Y	R
B	B	C	W	T	O	M	A	T	E	Ü	E	A	S	Z	D
K	E	Z	R	A	P	F	E	L	E	S	K	I	S	D	G
T	M	E	V	V	F	W	T	S	M	E	S	S	E	R	U
M	V	D	V	E	S	E	R	V	I	E	T	T	E	S	T
V	Ö	N	R	B	A	K	A	R	T	O	F	F	E	L	E
B	E	F	C	R	L	B	R	O	T	R	A	U	B	E	N
N	U	B	A	N	A	N	E	K	A	R	O	T	T	E	X
W	K	T	N	V	T	D	L	A	G	A	B	E	L	X	V
M	C	G	G	M	J	D	F	L	E	I	S	C	H	M	I
Y	J	L	T	I	T	D	J	M	S	M	N	G	X	C	J
O	R	A	N	G	E	K	K	Y	S	I	C	H	D	G	Ä
K	Ä	S	E	U	L	Ö	F	F	E	L	J	G	E	Y	H
F	Ö	C	I	I	L	G	E	S	N	C	B	C	T	R	F
K	K	C	S	X	E	H	P	U	Z	H	O	D	T	V	H
N	C	L	F	G	R	Z	K	R	G	J	V	R	N	T	Y

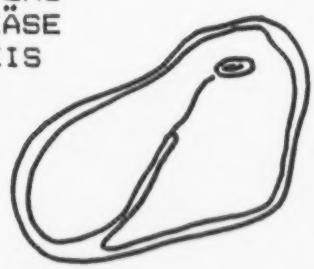


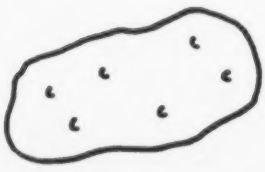
Kannst du diese Wörter finden?

MITTAGESSEN
KOPFSALAT
TRAUBEN
TELLER
ORANGE
TASSE
GLAS
KÄSE
EIS

SERVIETTE
FLEISCH
LÖFFEL
TOMATE
BANANE
MILCH
KEKS
MAIS

KARTOFFEL
KAROTTE
MESSER
GEMÜSE
GABEL
APFEL
BROT
OBST





Answer Key for:

MAHLZEIT

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. . . . O . . . . . G . . . . .
. . . . B . . . . . E . . T . .
. . . . S K . . . . M K M A . .
. . . . T O M A T E U E A S . .
. . . . A P F E L . S K I S . .
. . . . . F . . . M E S S E R .
. . . . . S E R V I E T T E . .
. . . . . A K A R T O F F E L .
. . . . . L B R O T R A U B E N
. . B A N A N E K A R O T T E .
. . . . . T . . . G A B E L . .
. . G . . . . F L E I S C H . .
. . L . . T . . . S M . . . . .
O R A N G E . . . S I . . . . .
K A S E . L O F F E L . . . . .
. . . I . L . . . N C . . . . .
. . . S . E . . . . H . . . . .
. . . . . R . . . . . . . . . .
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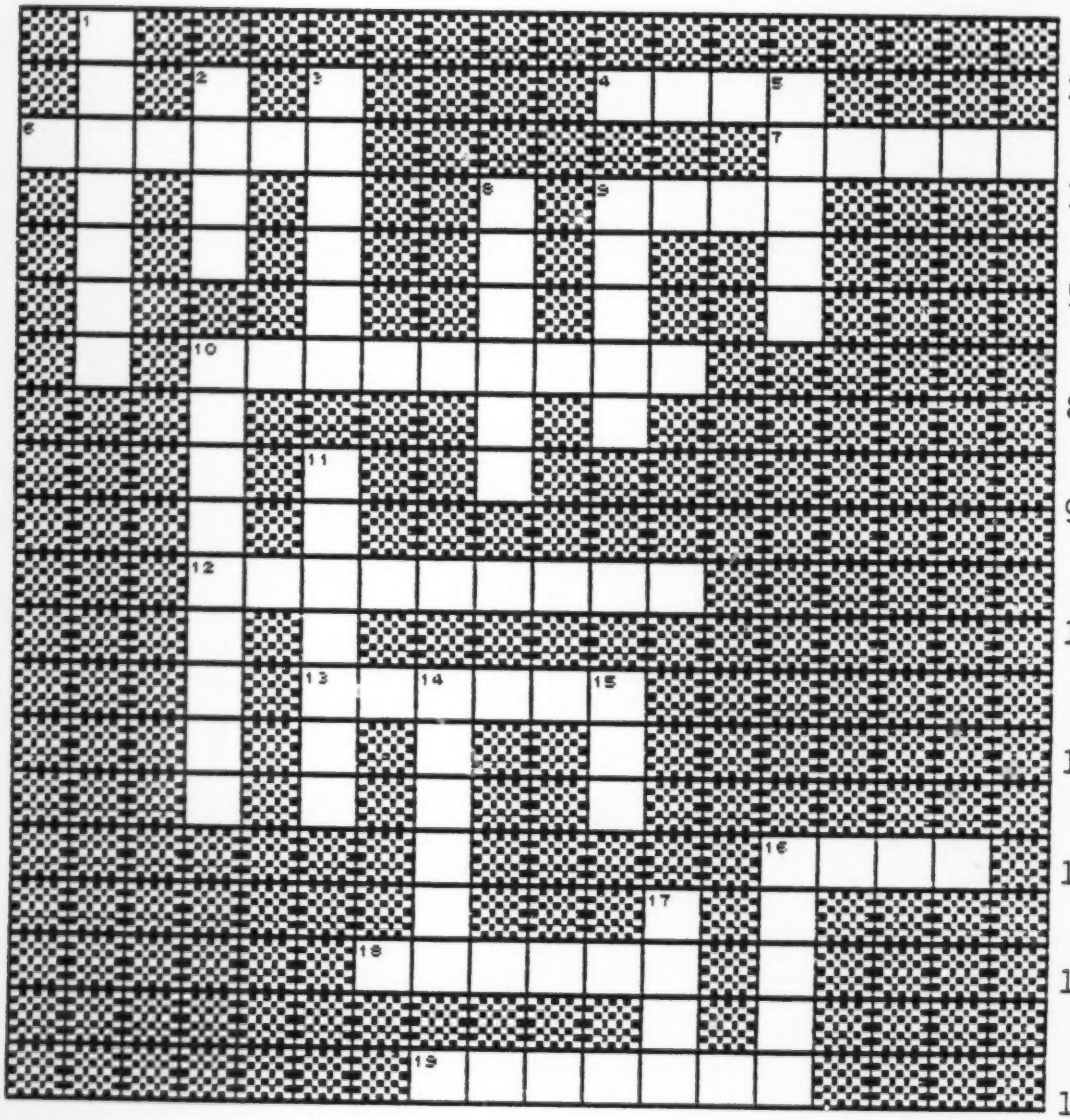
MPS- 285 Senkrecht

MAHLZEIT



Waagerecht

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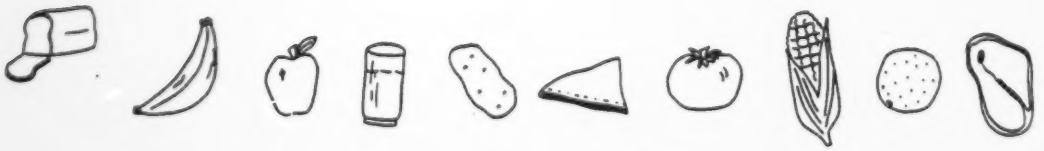

MAHLZEIT 2

BROT
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GLAS
KARTOFFEL
SERVIETTE
TOMATE
MAIS
ORANGE
FLEISCH